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**STATE RESOURCE CENTRE
JAMIA MILLIA ISLAMIA, DELHI**

AN EVALUATION STUDY

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M.S. ASHRAF

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CHAPTER I

HISTORICAL BACKGROUND

Jamia Millia Islamia has been in the lead in adult education since beginning (1920). It was given an impetus in 1938 when on the initiative of Dr. Shafiqur Rehman Kidwai, a renowned adult educator, Idara Taleem-O-Taraqqi was set up and Research, Training and Production Centre was established for furthering literacy among the masses. The centre carried out several research projects and produced numerous voluminous materials for adult education programme which has been in use as a referral material for adult educators.

The State Resource Centre (SRC) was established in Jamia Millia Islamia by the Ministry of Education, Government of India in 1981-82. Since its inception the SRC has been providing technical resource support to the Directorate of Adult Education and Voluntary Organisations of National Capital Territory of Delhi in implementing adult education programmes, basic literacy, post-literacy and continuing education. Gradually, the SRC has expanded its territory to a number of non-Hindi and non-Urdu speaking states and is providing support to their ZSS and voluntary agencies.

The functions of the SRC include :

- * Curriculum development
- * Production of Teaching - learning materials
- * Use of media for teaching-learning and environment building
- * Training of adult education functionaries
- * Development of environment building packages
- * Skill development packages
- * Monitoring of literacy campaigns at state level
- * Evaluation of literacy campaigns
- * Research

- * Population education
- * Organisation of seminars workshops conferences
- * Technical assistance and guidance in project formulation and execution

Though the primary responsibility of the SRC is in National Capital Territory of Delhi it has helped other states and union territories in their adult education/literacy and continuing education programmes, in one way or the other. These include : Andaman Nicobar, Agartala, Andhra Pradesh, Assam, Bihar, Chandigarh, Goa, Jammu & Kashmir, Maharashtra, Madhya Pradesh, Meghalaya, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Besides, it has also provided technical support to other countries, namely, Bhutan and Nepal.

Among the clients of the SRC are the Zila Saksharta Samities, Voluntary Agencies, educational institutions including schools, colleges and universities, public service institutions, public and private corporate bodies, cooperatives, State Directorate of Adult Education, various departments of the central and state governments and the Armed Forces.

Goal :

The goal of the SRC is to provide technical and academic resource support to literacy and continuing education programmes in National Capital Territory of Delhi in specific and on demand in other states in the areas of :

1. Curriculum and material development for Basic, Post literacy and continuing Education.
2. Programmes for emerging needs beyond literacy like skill upgradation, women empowerment, population management, national integration, environment, etc.
3. Development of capacity building packages for literacy and continuing education personnel and organise capacity building programmes for senior literacy functionaries.
4. Organise programmes for strengthening District Resource Units.
5. Baseline survey, Research, Evaluation and Experimentation for programme strengthening.
6. Development of Monitoring tools and systems.
7. Replicable environment building programmes for demonstrations.

8. Networking and linkages with other development programmes including public media for enhancing resources and coverage.

The goals basically remain what have been listed above and there has been no major change. The SRC has kept pace with the changing strategies and programmes of the NLM.

An Account of Activities During 1992-97

MATERIAL DEVELOPMENT :

Basic Literacy Material :

The SRC had developed primers based on IPCL approach in Hindi as well as in Urdu. The title of the Hindi primers is Meri Kitab and of the Urdu is Hum Padhen. During 1992-97 a number of editions of these primers were published.

Out of 12 editions of Meri Kitab-I published during the five year period 5 were revised, out of 16 editions of Meri Kitab-II, 6 were revised and out of 12 editions of Meri Kitab-III, 4 were revised. During the same period 6 editions of Meri Kitab Teacher's Guide were also published. A bridge booklet titled 'Chauraha Numeracy' was also published. Besides, a set of 10 audio tapes entitled Vivek Shruti based on Meri Kitab-I, II and III was prepared during the same period.

The SRC published 25 editions of its Urdu primer Hum Padhen-I during the period, out of which 15 were revised editions. Of the 20 editions of Hum Padhen-II 11 were revised and out of the 14 editions of Hum Padhen-III published during the five years 7 were revised.

Post-Literacy Material :

Earlier the SRC had developed a Post Literacy (PL) Reader. Since the emphasis on PL had increased during the period of 1992-97 one PL Reader each in Hindi and Urdu was developed keeping in view the requirements of campaign approach and IPCL. Their titles were : Khud Padhen (Hindi) and Hum Khud Padhen (Urdu). They were first published during 1993.

Continuing Education :

Keeping the futuristic vision the SRC has worked hard for developing reading material for continuing education since its inception. Subject-wise material produced since its inception and during 1992-97 is presented as under :

| <u>Subject</u> | <u>No. Since Inception</u> | | <u>No. During 1992-97</u> | |
|---|----------------------------|-------------|---------------------------|-------------|
| | <u>Hindi</u> | <u>Urdu</u> | <u>Hindi</u> | <u>Urdu</u> |
| <u>Books</u> | | | | |
| 1. Motivational | 7 | 3 | 1 | 3 |
| 2. Legal Literacy | 12 | | 10 | |
| 3. Health and Hygiene | 17 | 9 | 11 | 8 |
| 4. Equal Status of Women | 9 | | 4 | |
| 5. Communal Harmony/National Integration/Untouchability | 12 | 6 | 8 | 6 |
| 6. Agriculture Development | 8 | 1 | 3 | |
| 7. Anti Drug Addiction/Alcoholism | 2 | | 1 | |
| 8. Population Education | 18 | 8 | 11 | 1 |
| 9. Skill Development | 3 | 1 | 3 | |
| 10. Consumer Education | 7 | | 7 | |
| 11. Miscellaneous Issues | 24 | 3 | 16 | 1 |
| 12. Training Material | 2 | 2 | 2 | 2 |
| <u>Documents</u> | 4 | | | |
| Posters : English | 4 | | | |
| Hindi | 22 | | | 3 |
| Urdu | 7 | | | 7 |
| <u>Audio-Video Material</u> | | | | |
| Audio Cassette | 4 | | | 4 |
| Video Film | 4 | | | 3 |

(A detailed list of the titles of material produced by the SRC during 1992-97 is given in Annexure 1).

As we see the SRC produced a total of 162 titles (125 in Hindi and 37 in Urdu) for neo-literates, since it was established. Among them 98 titles (77 in Hindi and 21 in Urdu) were produced during 1992-97. Besides a total of 29 posters, 4 audio cassettes and 4 video films were also produced. Out of which 6 posters, 4 audio cassettes and 3 video films were produced during 1992-97.

The materials produced by the SRC have significant relevance for awareness creation in post-literacy programme. The material produced offers a wide ranging choice to the neo-literates to suit their needs, interest and competency levels. The classification of subjects indicate that the SRC has given greater emphasis and importance to subjects such as population education, health and hygiene, legal literacy, communal harmony national integration, consumer education and skill development by providing larger number of titles under these subjects. These subjects have not only immense utility but have also the potential to attract the neo-literates as the books attract their interests.

TRAINING

The training programmes and activities organised by the SRC during 1992-93 and 1997-98 presents an impressive picture. The training programmes covered the requirements of a variety of agencies engaged in the promotion of adult education/literacy. During the period the SRC has imparted training to resource persons and functionaries of TLCs and PLCs, the MPFL programme, centre-based programme, EFA, MIS, JSN, University of Delhi, Schools, Voluntary Agencies and other organisations located in and outside Delhi.

During the last six years 129 training programmes were conducted over a period of 386 days. A total of 7948 participants received training in and outside Delhi. The training programmes conducted outside Delhi included ten in Uttar Pradesh, two each in Bihar and Haryana and one each in West Bengal, Madhya Pradesh and Maharashtra (see Annexure II). A brief account of the SRC's training programmes is presented as under :

Training Organised During 1992-93 - 1997-98

| Year | Level of Trainees | Number of : | | |
|---------|--|-------------|----------|------|
| | | Programmes | Trainees | Days |
| 1992-93 | PO's, APO's Preraks, KRP's, MTs, Volunteers, DRU Faculty | 7 | 1371 | 128 |
| 1993-94 | KRPs, MTs, Area Coordinators, DRU Faculty | 10 | 345 | 41 |
| 1994-95 | ADMs, SDMs, KRPs, Programme Coordinators, MTs, Animators, Organisers, Community Activists, DRU Faculty, School Principals, Volunteers | 27 | 869 | 59 |
| 1995-96 | Area Coordinators, DIET, DRU Faculty, EVGC Workers, Survey Coordinators, Women Animators KRPs, POs, Community Volunteers, Volunteers, NSS Officers, Coordinators and Volunteers, CDPOs | 45 | 2979 | 75 |
| 1996-97 | Area Coordinators, Teachers & Principals of Schools, DIET & DRU's Faculty, Volunteers, BDOs, Secretaries of ZSS, District Officials, PL Workers, KRPs, NSS Programme Coordinators, MTs | 22 | 1013 | 30 |
| 1997-98 | KRPs, NSS Programme Coordinators, Education Officers, BDOs, Volunteers, DIET & DRU Faculty, Social Workers, MTs, PL Workers, EFA Functionaries | 18 | 1371 | 53 |
| TOTAL | | 129 | 7948 | 386 |

The SRC has also published training material for Master Trainers which include one manual and one guide book 'Tarbiyati Dastoorul Amal' and 'Balighon Ko Padhane Ke Tarique' in Urdu and two manuals 'Prashikshan Sandarbh Pustika' and 'Shikshan Sahayak Samagri' in Hindi.

Media :

The SRC has made effective efforts for dissemination of literacy messages, training and environment building activities through well planned use of electronic and traditional folk media. Besides, three posters were also produced during the reference period. The poster 'Saksharta Ki

'Kit Ko Sambhalo' and 'Saksharta Sab Ke Liye' were to motivate for literacy while the third poster 'Humne to Bus Nibhae Sada Jungle Se Dushmani; Ab Humse Dushmani Ye Mausam Nobhayega' addressed the volunteers and neo-literates emphasizing ecological imbalance due to cutting of trees.

Folk Media :

During 1993-94 Pantomine show entitled 'Aao School Chalen' were prepared to be staged to motivate both literates and illiterates. 60 such shows were staged in the EFA areas.

Every year the SRC organises street corner plays workshops in the community in which activists, unemployed youth, school and college students etc. take part. They are trained in the art of developing scripts, acting, performing in the field and directing the play on the basis of locally identified problems. The trained youth in the art perform 5 shows each in the field under the guidance of professional theatre director. After that these groups train others or keep on performing in the field as and when required.

During the reference period workshops were also organised to teach volunteer instructors the art of puppet making and improvisation. Although puppet play workshops are very popular but due to financial constraints these had to be stopped.

In addition to organizing workshops the SRC hired professional groups to perform puppet plays and street corner plays. Modifications in original form of puppet plays were made by introducing live characters. These shows proved very effective in environment building but due to cost implications and replicability they had to be abandoned. The video recording of the same was done and played for the community the response was, however, not equally good as live shows had their own value and effect.

Electronic Media:

During the reference period the SRC produced two sets of Audio-Cassettes with motivational literacy songs for learners/Neo-literates/Community. Their titles were 'Suraj Hamara

Hoga' and 'Yehi Paigham Hamara'. Two Radio dramas 'Aisa Tha Bhai Soya Gaon Aur Chetna' on literacy and immunisation and 'Khushhal Jewan Sandesh' based on songs containing messages of Population Education were produced. Besides, three video films were also prepared. They were 'Beta' on the theme of spacing and male child preference for the target group of learners Neo-literates Community. The other two video films were for the master trainers. They were: 'A New Wave' based on the activities of population education project and 'Koshish' a motivational film on literacy.

Since beginning the SRC has taken a lead in developing software for TV and Radio. Regular talks interviews of the authorities of the literacy programme were recorded in the field. The All-India Radio relayed a number of songs and dramas recorded by the SRC. Some Audio Cassettes and radio dramas were also developed for use in the field.

During 1992-93 10 T.V. programmes of the SRC were telecast on the National Channel of Doordarshan. Under the DAE UNICEF sponsorship the SRC organised and coordinated video filming on TLC in the field. A set of ten audio cassettes under 'Vivek Shruti' programme were prepared. These cassettes were based on the three parts of the primer 'Meri Kitab' for use in the literacy programme.

During 1993-94 two T.V. programmes - one on EFA - TLC in Delhi and the other on the International Literacy Day Celebrations were prepared. During 1994-95 the following SRC TV radio programmes were recorded and relayed:

1. IPCL Primer - the technique of fast learning.
2. Legal literacy material for Neo-literates - creating awareness in the society and its importance.
3. Literacy and the Nation.
4. Immunization : its importance.

During 1995-96 the SRC helped in the preparation of a TV spot on EFA; assisted the EFA project in preparation of newspaper advertisements; helped in preparing software for 'Asha ki Kiran', and for morning show on Doordarshan explaining the TLC Delhi, Talks and Conferencing on Radio concerning the literacy campaign and the EFA were organized; A Radio programme 'Sab Kay Liye Shiksha' and an Audio Cassette of songs were prepared for the All India Radio.

During 1996-97 the SRC helped a producer in the production of a serial entitled 'Ek Duni Do' by identifying stories, sites, volunteers and learners.

Written Media:

During the five year period (1992-97) an impressive number of posters were prepared by the SRC. Among them four were in English; 23 in Hindi and 7 in Urdu. The themes of these posters include : importance of literacy; civic sense; legal literacy; Family Welfare, Health; environment and some social issues. (See Annexure III). Besides posters, the SRC has developed and distributed charts, appeals and slogans for literacy and other development programmes. During 1995-96 a book entitled 'Excellence in literacy' was prepared for the release on the occasion of ILD. Similarly, in 1996-97 a book 'Our Hopes and Dreams in Our Words' was prepared and released on ILD. This was an interesting collection of writings and letters of neo-literates representing ten states of India having TLC/PLC programmes.

The SRC regularly contributed articles, interviews etc. in 'Saksharta Mission', a magazine published by the NLM and 'Praudh Shiksha' and Adult Education journals published by the DAE/IAEA etc. The SRC is also producing a newsletter for neo-literates which is distributed in many Hindi speaking states.

The SRC organized a number of competitions on success stories, debates, poster and slogan writing. These have been compiled and published to motivate learners and literacy workers.

Feedback Mechanism:

The SRC has revised its Primers a number of times in the light of the feedback received from the field through the (a) Zila Saksharta Samities, DRUs and NGOs; (b) KRP's who attend the training programmes; and (c) the faculty members who visit the TLC districts and get the feedback from the ex-trainees and learners. For this purpose Nav Sakshar Vartalaps are organized in the field and feedback is obtained from learners. Accordingly, a report is prepared and discussed with the Director and the academic staff of the SRC.

For the training programmes the SRC seeks feedback from the ZSS and ex-trainees. At the end of the training programmes the participants are also asked to evaluate the quality and utility of the training that they received. They submit their opinions on a proforma. The SRC also receive constructive and detailed feedback through DIET. In the light of the feedback from different sources training module is modified to make it more effective and useful.

Research and Evaluation:

During the last five years a range of research, evaluation and similar activities were undertaken. These activities could be broadly classified as (a) independent research project; (b) programme evaluation; and (c) programme support research inputs. A detailed account of research activities is presented in a subsequent chapter. It is, however, to be mentioned that considering the expertise of the SRC more research studies needs to be undertaken particularly with regard to impact of literacy programme on different socially and educationally disadvantaged groups.

Workshops and Seminars:

For furtherance of the cause of literacy, material production, training, formulation of strategies, development of courses etc. SRC organized 12 workshops/seminars during 1992-93; 9 during 1993-94; 10 in 1994-95; 5 during 1995-96 and 12 during 1996-97. Thus, a total of 48 workshops/seminars covering 178 days were organized during the last five years. Some of them

were national level workshops which received very encouraging response from the participants as well as the media.

The performance of the SRC in this area of activity i.e., the number and the subjects on which these workshops/seminars were organized is impressive which indicate the seriousness in its working for the purpose for which it was established.

A look of the objectives of the workshops/seminars (For detailed account see Annexure IV) shows that their purpose was to (i) provide technical guidance and support for organizing drama workshops and train students on street corner plays; (ii) develop newsletter for neo-literates; (iii) select subjects for a Doordarshan Programme 'Asha Ki Kiran' (iv) improve Primers and preparation of Test Papers (v) plan training for literacy workers (vi) study the needs and problems in TLC areas particularly at the post literacy stage focussing on women and other disadvantaged groups; (vii) prepare teachers' guides for primers; (viii) prepare new and appropriate teaching aids; (ix) develop Management Information System for the TLC district; (x) evolve strategy for effective cooperation and coordination between Urdu press and NLM for promotion of adult literacy; (xi) identify the strengths and weaknesses of EFA programmes; (xii) prepare Teaching aids for IPCL Primers (xiii) prepare Urdu Primers for TLC districts/SRC of other states; (xiv) inculcate the writing skills and develop some new scripts (xv) prepare legal literacy material for neo-literates; (xvi) develop post-literacy strategies for sustainable development; (xvii) develop course design for Neo-literates; (xviii) sensitize the Hindi writers about the NLM and Literacy Campaign (xix) integrate Population education and Health inputs in EFA; (xx) Sensitize the journalists and Artists about NLM; (xxi) development consumer protection material for use of NLM; and (xxii) understanding the concepts, principles and methods of Continuing Education, development of material for different target groups and prepare Plan of Action for promoting and improving CE programme. Through these Workshops/Seminars the SRC has been able to develop very important academic and technical resource capability and expertise with regard to literacy programmes. The workshops/Seminars have helped the SRC very significantly in : (i) developing useful material for neo-literates; (ii) revising primers; and (iii) developing environment building material.

Consultancy :

The SRC has been providing consultancy in the form of technical assistance to individuals and organisations in the field of literacy. The nature of consultancy ranges from project proposal formulation to project evaluation. Expertise of the SRC has been provided to some of the non-literacy organizations, e.g. Ministry of Rural Development, Government of India, Urban Basic Services Programme of Government of Delhi, Voluntary Agencies, USAID, ACCU-Japan, other SRCs in development of PE project, Legal Aid Agencies, etc.

Material Outreach:

The SRC's material has reached practically every nook and corner of the country. The SRC developed communication material on various rural development schemes i.e., IRDP, TRYSEM, NREP and JRY. The material was translated into 12 languages and distributed by the Ministry of Rural Development, Government of India to the DRDAs all over the country.

The SRC's material on legal literacy has been purchased by almost all Hindi speaking states. Some of the material have been adopted in Oriya and Assamese language also by other organizations. 'Facts for Life' books on 10 major health problems identified by the UNICEF were developed and distributed by the UNICEF all over the country.

To spread consumer education the SRC developed a package of books in collaboration with Ministry of Civil Supplies, Government of India. The package has been distributed to all the states.

The Urdu Primers 'Hum Padhen' IPCL and PL1 'Hum Khud Padhen' have been in demand from a number of non-Urdu speaking states (Annexure V). We find that a number of TLC districts/Voluntary Agencies belonging to other States have procured the Primer 'Hum Padhen'. These states are: Karnataka, Madhya Pradesh, Maharashtra, Orissa, Chandigarh, Bihar, Uttar Pradesh, Goa, Andhra Pradesh, Rajasthan and West Bengal. Similarly the Primer 'Hum

'Khud Padhen' was purchased by some of the ZSS/Voluntary Agencies from states such as: *Maharashtra and Uttar Pradesh.*

Some of the TLC districts/Voluntary Agencies belonging to the state of Madhya Pradesh, Assam, Uttar Pradesh, Orissa, Bihar, Haryana and Karnataka have purchased from the SRC its Hindi Primer 'Meri Kitab' while PL1 'Khud Padhen' in Hindi has been purchased by some of the ZSS/Voluntary Agencies belonging to Uttar Pradesh, Chandigarh, Assam, Maharashtra, Haryana, Jammu & Kashmir, Andaman & Nicobar Islands and Madhya Pradesh.

The Primers, in Hindi and Urdu both, produced by the SRC are popular outside Delhi also due to their synthetic character, language, style of presentation of themes and quality of production.

Support to NLM:

Since launching of the National Literacy Mission on 5th May 1988 the SRC Jamia has been working in close collaboration with it. Even the material released on the eve of launching of the NLM was prepared by the SRC. Since then it has been assisting the NLM and the DAE in one way or the other.

So far, the SRC has undertaken appraisal, pre-appraisal and external evaluation of some of the TLCs in U.P., Rajasthan and Haryana.

Since 1988 the SRC is celebrating International Literacy Day not only at the State but at the National level also.

The SRC played a key role in the 'Saksharta Utsav' organized by the NLM by coordinating various activities and sponsoring prizes for different competitions. Since 1988, the books developed by the SRC are released by the chief guest, the President or the Prime Minister to

commemorate the International Literacy Day. The following materials were released on ILD during the reference period:

- 1992-93 *Package of Books on Communal Harmony.*
- 1993-94 *'Facts for Life' package.*
- 1994-95 *'Excellence in Literacy' Collection of writings and papers.*
- 1995-96 *'Our Hopes and Dreams in Our Words' - Collection of letter and writings of neo-literates*
- 1996-97 *'Making Literacy Work' - Experience of Literacy Campaigns.*

Besides, the SRC participated in various ILD functions organized at grass-root level by learners and DRU in the community and respective DIETs.

At the state level the following activities were organized by the SRC:

- Poster Competitions
- Slogan Competitions
- Success Story Competitions
- Essay Competitions.

Sensitizing Writers/Journalists/Artists:

To spread the message of literacy campaign and the NLM the SRC organized a number of meetings of writers, journalists and artists in which renowned Hindi and Urdu writers, e.g., Kamleshwar, Manglesh Dabra, Aslam Parvez, Siddique-ur-Rehman Qidwai, Manimala, Vishwanath Tripathi, Joginderpal etc. participated. Some of the veterans, such as Vishnu Prabhakar, Jatin Das and Zubair Rizvi also graced the occasion.

Besides, three workshops for artists, writers and journalists were organized during 1996 and one during 1997. They were:

1. Workshop on Hindi writers and NLM . (7-8 May)
2. Workshop to sensitize journalists and artists to NLM and EFA. (11-12 May)
3. Workshop on development of consumer protection awareness material for use of NLM. (19-22 July)
4. National Workshop on 'Urdu Press and NLM' (26-27 August 1997) in which editors of leading Urdu newspapers participated.

Nav Sakshar Vartalaps & Learners' Conferences:

Since 1995 the SRC has organized eight Nav Sakshar Vartalaps. The objective of such meetings was to share the experiences of the neo-literates and discuss the benefits they derived after becoming literate. In the process of discussions the learners are evaluated with regard to the knowledge they acquired after becoming literate.

Two of such meetings were organized at the SRC (17th November 1995 & 10th December 1997) attended by 48 and 17 learners respectively. The rest of the six meetings were organized in different localities of Delhi. Among them the meetings held in Sagarpur (12th January 1996) was attended by 150 learners; in Nangloi (16th January 1996) by 36; Jehangirpuri (10th July 1996) by 57; Sunder Nagri (27th June 1996) by 45; Badli (23rd November 1996) by 40; and, Vasant Vihar (9th December 1996) by 30 learners. These meetings were also attended by some of the prominent writers, journalists and educationists as chief guests. They included: Shri Arun Prakash, Shri Vishwanath Tripathi, Dr. Amod, Smt. Rashmi Luthra, Smt. Sudamhai Regunathan, Smt. Bhaskar Chatterji and Prof. M. Hashmi.

In December 1997 the SRC organized a Learners' conference where they expressed freely their views about literacy, literacy programme, its benefits and the shortcomings. About 900 learners from almost all parts of Delhi participated in the meeting which provided an excellent feedback to the SRC about the working of the programme.

Saksharta Melas:

Since the launching of TLC in Delhi the SRC has augmented this activity. Over half a dozen melas were organized each year in the community under the guidance and supervision of SRC faculty in collaboration with DSSAS and NGOs. The objectives of the Melas have been to create a literacy environment in the community; accelerate community participation in the programme; and, provide a platform for promoting understanding and cooperation among different members of the community. Various educational and entertainment activities such as quiz competitions, writing competitions, literacy games, debates, group songs, skill competitions, success stories, Saksharta Antakshari etc. were organized on these occasions. Medical checkups and Baby shows were also held as part of the Melas.

Each of the Melas was attended by about 800 to 1200 volunteers and learners. A number of senior officials of the NCT Delhi, educationists, Education Officers, local MLAs, Pradhans and influential persons and Social Workers of the area also attended these Melas.

Strengthening the DRUs:

Since 1990 the SRC has extended regular support to strengthen District Resource Units (DRUs) attached to the five District Institutes of Education & Training (DIETs) Delhi. The SRC involves DRUs in most of its activities and support them wherever required. The SRC Jamia regularly organizes workshops exclusively for DRU personnel on a bi-monthly basis. In addition, the Director of the SRC, as member of the Project Advisory Committee of each of the DIET, offers suggestions to adopt measures to improve functioning of the DRUs.

Jamia Literacy Project:

As a follow-up of the recommendations of the Directors' Conference organized by the NLM, Ministry of Human Resource Development, Government of India the SRC started towards the end of 1996 an experimental project in the vicinity of the University. The idea was to get a

first hand experience in organizing TLCs. To begin with, the SRC identified willing volunteers from the Jamia as well as the adjoining localities. During October 1996, a number of booths to identify the motivated volunteers were set-up at different points in the Jamia and other adjoining areas. So far, 60 classes have been started for learners.

The Centres have been visited by a number of national as well as international delegations and officials. They include the officials of DAE, NLM and local NGOs. The International delegations such as from ACCU - Japan, Chad and Namibia interacted with the learners and volunteers at these Centres.

As many as 655 learners were attending the classes run by 50 volunteers. The learners of 5 centres have so-far completed 3 primers. The centres have overwhelmingly female learners.

The centres are provided with special inputs of skills like Zardozi, Sewing and Knitting, needle bank by the Population Education Unit of the SRC. A number of camps have also been organized on adolescence and population management. There has been a demand of Condoms and Mala D from these centres. The learners are also provided free medical aid by Al-Rifah, a local Voluntary agency. The successful performance of these centres has generated demand from other areas for opening classes in their localities, particularly from Okhla Industrial Estate and New Friends Colony.

Literacy at Workplace:

The SRC developed a literacy kit for industrial workers. It was released on September 6, 1996 to the captains of Indian industries by Shri P R Das Gupta, Secretary, Education, Ministry of Human Resource Development, Government of India.

The Director, SRC was nominated as a member of the Committee constituted by the DG, NLM to develop Primers for industrial workers of corporate houses. The SRC arranged and participated in the meetings in the industries.

The SRC plan to start innovative projects in collaboration with Mawana Sugar Mills, Meerut and Confederation of Indian Industries.

India Population Project:

Municipal Corporation Delhi is implementing a World Bank aided Project, IPP-VIII, India. The project is meant for 12.5 lakh population of 929 JJ clusters of Delhi. The SRC is coordinating the Project with the MCD and EFA Delhi. The SRC had trained its Medical Officers and supplied/prepared materials for them. It also organized reach out activities such as street corner plays for the project. All the literacy activities in the field are being scrutinized by the SRC Jamia.

Skill Development Courses:

The SRC has formed a Core Group for developing courses for job oriented skills among neo-literates. The group has identified 75 skills for the purpose. So far, the group has developed courses on 25 skills (Annexure VI).

Gender Planning:

The SRC has been identified as a National Level Networking Centre for Gender Planning Training Project of the NLM and British Council. The aim of the project is to raise awareness levels of Gender issues so that these are accorded due priority in developmental initiatives. A two day workshop on Gender Planning was organized in July 1995 in which 43 KRPs including 33 females participated. The aim was to develop a training module for the KRPs. The objectives of the workshop were:

- *to introduce the participants to the key gender concepts;*
- *to familiarise them with Gender Analytical Frameworks in planning and execution of TLC; and,*

- *to help them develop strategies for improving women participation in TLC by incorporating Gender Analytical Frameworks.*

Subsequently, a Gender Planning Module for KRPs was developed. One training programme was organized for KRPs of EFA - Delhi. Another programme has been planned for 1998. Under the project trainings were also organized in Madhya Pradesh.

CHAPTER II

INFRASTRUCTURE

Although the SRC has managed accommodation to house the present staff members but it cannot provide space for the staff to be inducted in the near future. The present paraphernalia has several shortcomings of serious nature.

The size of the present training Hall of the SRC is highly inadequate. It can accommodate conveniently a maximum of about 20 people and, therefore, it becomes difficult to host somewhat extended programmes/trainings/workshops. In such circumstances, the SRC try to make use of the Faculty Halls of the parent body. A suitable Hall of about 45' x 25' size for conducting training and other programmes is, therefore, urgently required.

The SRC has no proper store room to keep stock of its publications. Since the SRC has to store lakhs of primers and other books, etc. there is a strong need to have sufficient space for keeping its publications safely.

The SRC requires an editing room for mass media software preparation as the work has increased manifold after TLC. A lot of editing work is being done from outside causing monetary as well as time constraints.

For the purpose of training the SRC has a video-Rama, VCP, TV, Recorder, Tape Recorder, still and video cameras, OHP, etc. The SRC's long pending demand for a computer was met during April 1998.

The SRC has two cars but no garages which jeopardise their security. In the past, about six years ago, one car was stolen because it was parked in the open space. Thus, for the security of the cars two garages are necessary.

A number of renowned persons are invited by the SRC from outside Delhi. The guests find it very inconvenient to stay at far-off place as there is no suitable place for lodging in and around Jamia Mallia. Thus, there is a need for at least two guest rooms in the SRC.

The Library

The existence of a good and well equipped library is essential for any academic institution. It is more important for an organisation like the State Resource Centre because it has a different role than a teaching institution. The Faculty of the SRC has to keep itself upto date with regard to the research and experiments in the field of adult education/literacy. Besides, it is also essential for academic growth of the Faculty of the SRC.

The SRC has no library of its own. Since inception it has been banking mainly upon the Central Library of the Jamia Mallia Islamia and the DAE. It, however, keeps some reference materials and certain publications on current issues. The journals, reports, etc., received directly are kept as consultative material.

Considering the fact that the SRC has a set of specialised activities and programmes a library of its own may be considered as essential. The parent body i.e. the Jamia Mallia should provide sufficient space for a library and the NLM should consider seriously for an adequate additional grant for books, journals and other equipment and also for a position of a Librarian.

CHAPTER III

ORGANIZATIONAL STRUCTURE AND MANAGEMENT PROCESSES

Organizational Structure:

The SRC has its own Programme Advisory Committee-cum-Governing Body (PAC-GB) Chaired by the Vice Chancellor of the Jamia Millia Islamia. the Executive Council of Jamia is the Executive Committee of SRC for all practical purposes. The PAC-cum-GB discuss annual work-plan, budget and other issues and recommend accordingly. But the role of this Body is confined to the programmes and activities while the Executive Committee has overall controls over the SRC.

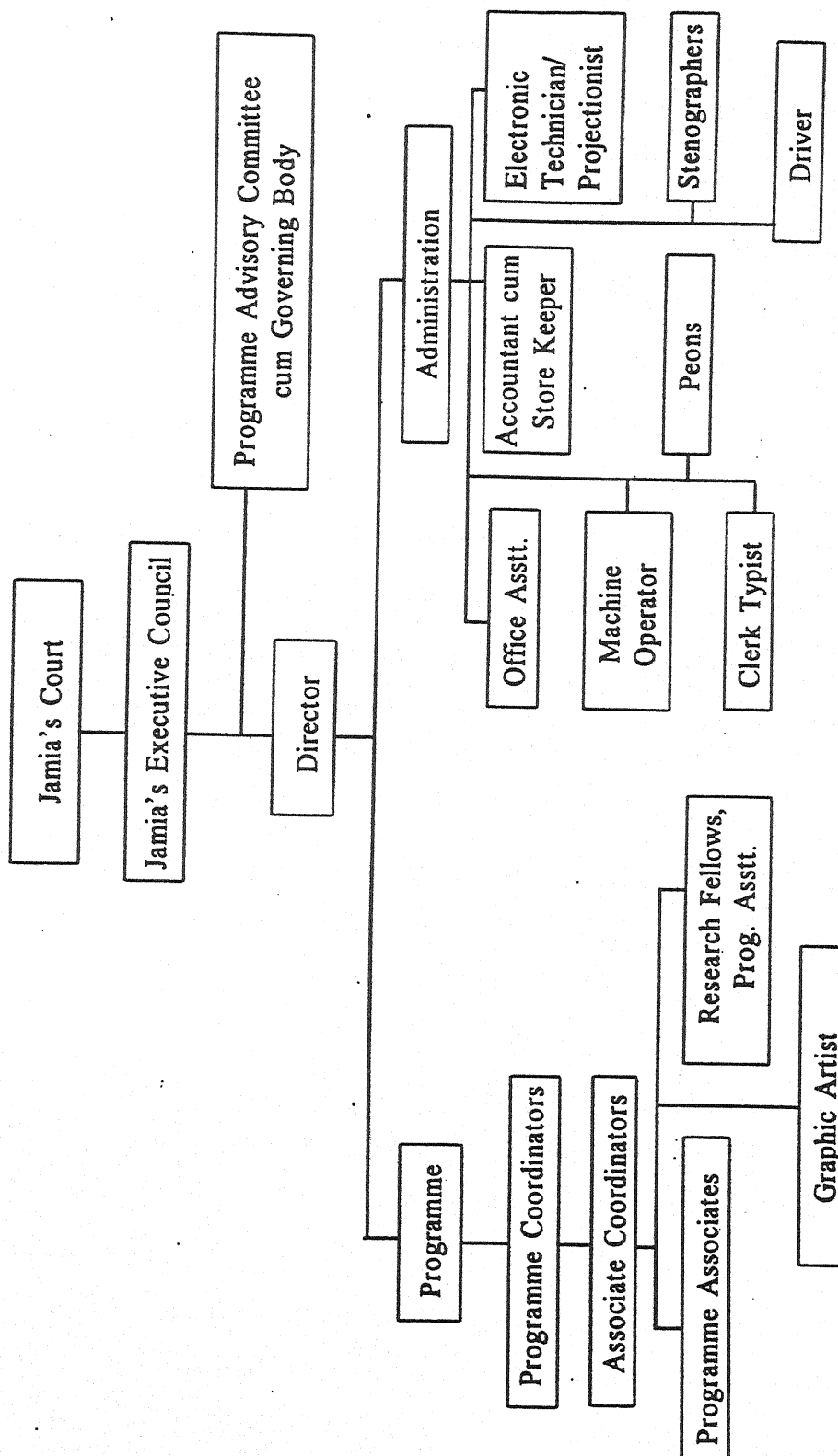
The SRC had 26 sanctioned posts in different categories. Out of these 23 were meant for main functions while 3 posts were for the Population Education Project. The present strength of the SRCs is, however, reduced to 21 including 3 in the Population Education Project. The 5 posts lying vacant include 3 important positions in Media, i.e. one post each of Programme Coordinator, Assistant Programme Coordinator and Programme Associate. There is, therefore, an urgent need to fill the vacant posts of important programme functionaries.

The Programme Advisory Committee-cum-Governing Body of the SRC had approved one post each of Research Associate, Editor, Field Organizer and Driver about one and a half year back but due to non availability of sanction from the Jamia the SRC has not been able to recruit persons on these posts. The Jamia Millia should expedite the filling of these posts.

The existing staff of the SRC (Annexure VII) include the Director, 2 Programme Coordinators, an Associate Coordinator, 2 Programme Associates, a Graphic Artist, a Research

THE STATE RESOURCE CENTRE, JAMIA MILLIA ISLAMIA

Organizational Structure



Fellow, an Office Incharge, an Accountant and one each as Projectionist, L.D.C., Instrument Maintainer, Driver, Store Keeper, a trainee typist and two peons. The Population Education Unit include a programme Coordinator, Programme Associate and a Programme Assistant.

Management Processes:

Internal Management:

The Director of the SRC is the head of the organization and a leader of all the programmes and activities. The functioning of the SRC is fully democratic with no sign of any bureaucracy in its working. There is no feeling of hierarchy among the staff members and people from different units cooperate with each other. The team spirit and the feeling of belongingness is a significant asset of the SRC.

During discussions with the staff members individually every one mentioned about the harmonious relationship between the Director and the staff, between academic staff of different units and between academic and administrative staff of the SRC. They maintained that each of the segments cooperate with other and no distinction is made between different categories of staff. This culture was developed by the first Director of the SRC, Dr. Mushtaq Ahmed and has continued by the present Director, Ms. Nishat Farooq.

The Annual Plan is prepared jointly by the academic staff which is also monitored and reviewed by them systematically every quarter of the year. All the three Coordinators and the Director work in harmony and every activity, whether training, production, research or environment building is discussed among them. The decisions are taken jointly. The status of the ongoing work, review of programmes and problems in the implementation of the Plan are discussed in the weekly meetings of the academic staff and the Director. The meetings of the academic staff and the Director are generally held every week and that of with the administrative

staff every fortnight. Thus, everybody is kept informed about the activities and programmes of all the units.

Relationship with Parent Organization:

On the basis of Jamia's pioneering work in the field of adult literacy and its active role in it even prior to independence the SRC was established in 1981-82. The Jamia Millia, therefore, considers SRC as an important part of its vast educational set-up. The role and the work of the SRC are highlighted even during Jamia's convocations and other important functions. The Vice-Chancellors who happen to be the Chairmen of SRC always guided and gave free hand in planning and implementation of the SRC's programmes and activities. The Director has complete freedom in carrying out the academic activities of the SRC and in the internal administrative matters.

The Jamia provides back-up support in matters of general administration, management and disbursement of funds. All financial transactions, appointments and other administrative matters of the SRC are routed through Jamia's Central Offices.

Due to overall control of Jamia's administration the SRC faces certain problems because of the stipulated rules and ordinances of Government of India incorporated by the Jamia. The financial rules and procedures followed by the Jamia do create some problems for the SRC. A general problem that the SRC faces is with regard to the rates of T.A/D.A payable to the participants of the Seminars and Workshops who are invited from outside Delhi particularly those who represent NGO's or the Community. The rates of T.A/DA are not sufficient to meet the cost of their fooding and lodging. There is also no provision of flexibility in the T.A/DA rules for the staff of the SRC in case of extra-ordinary conditions in the places of their visit outside Delhi. Such conditions put the SRC staff to hardship while on tour.

The Director of the SRC has financial powers to sanction and spend upto Rs.500/- beyond which the Vice Chancellor has to approve and sanction the expenditure. Even for sanctioning and

spending Rs.500/- the Director has no discretionary powers. The expenditure has to be according to the Jamia's rule and it has to be approved by the authorities.

The Director has no freedom/authority to nominate the SRC staff for attending Seminars, Workshops and training programmes outside Delhi. It has to be approved by the Vice Chancellor which often create some problems. The Director, therefore, need some autonomy in such routine matters.

The other major problem that the SRC is facing is with regard to recruitment of persons on posts lying vacant. Even some of the posts approved by the Programme Advisory Committee-cum-Governing Body could not be filled due to non-availability of sanction from the Jamia authorities. The middle level administrators of the Jamia, without considering the SRC's different character treat it as any other teaching department of the University. The delays in completing formalities creat serious problems for the SRC as its work suffers and get delayed.

All purchases are routed through the Central Purchase Committee or Jamia. In many of the cases the procedure delays the procurement of items. It was also pointed out that in some cases the items with required specifications were also not supplied due to lack of communication between the SRC and the suppliers. An example cited in this regard was related to the procurement of Computer. One dealer suppleid the Computer while the other dealer supplied the printer. One of them also supplied the voltage stablizer which was not of sufficient strength for connecting with the computer and the printer both.

It was pointed out that the delays in purchases of items affect the SRC in two ways, i.e. (1) the work suffers and get delayed if the items are not supplied in time; and, (2) it create problems in utilization of funds within the financial year.

Relationship with DAE, Ministry of Human Resource Development, Government of India:

The relationship between the SRC and the Directorate of Adult Education has been very cordial. The DAE has showed faith in the SRC and appreciated its capabilities, potentials and team spirit. The launching of the National Literacy Mission in 1988 gave fillip to its work and expanded its areas of activities. The preparation of the material, such as Each one Teach one kit, posters, slides etc., was entrusted to the SRC by the DAE/MHRD.

The SRC Jamia is considered as a model SRC by the DAE/MHRD because of the expertise available with it and its willingness to play an important role in the literacy movement. A number of important projects such as JSN, RLLM, Chauraha, etc. were entrusted to the SRC. The Director SRC is a member of IPCL Committee of the DAE and the Grants-in-Aid Committee of the NLM. A number of assignments were also given to the SRC on urgent basis. Almost all international delegations of UNESCO, UNICEF, UNFPA, SAARC, etc. were sent to the SRC for briefing on NLM and TLC and visit to experimental Centres. The SRC consider it a rare distinction for it.

The SRC has always received help from the DAE by way of guidance, material and other supports. The academic input of the DAE has strengthened considerably by SRC's programmes by providing proper direction and, therefore, the two organizations were strengthening each other in achieving the goal.

Relationship with Directorate of Adult Education, National Capital of Delhi:

Since inception, the SRC Jamia is providing technical support to the DAE/NCT by way of training, material production, etc. For running of experimental centres and research studies it has received encouragement and support from Delhi Government. Since launching of the EFA the

SRC has been a very important partner in the programme. It has been involved from the stage of planning to implementation and regular monitoring of the campaign.

Besides environment building for the EFA the staff members used to visit literacy classes in the evenings not merely to monitor the impact of their training programme or to get the feedback about the Printers prepared by them were being imbibed by the learners but to get a feel of how the programme was being implemented and what measures were required from the SRC.

Networking:

For experience sharing and exchange of technical and academic expertise the SRC has developed a network of international, national and state level organizations. These include resource as well as service organizations. The relationship within this network is more often bi-lateral and multi-lateral. The list of network organizations is as under:

INTERNATIONAL LEVEL:

1. UNESCO - PROAP
2. ACCU, JAPAN
3. UNICEF - INDIA COUNTRY OFFICE
4. UNESCO - INDIA OFFICE
5. BRITISH COUNCIL
6. USAID

NATIONAL LEVEL:

1. MINISTRY OF RURAL DEVELOPMENT
2. MINISTRY OF HEALTH & FAMILY WELFARE
3. MINISTRY OF CIVIL SUPPLIES

4. MINISTRY OF HOME AFFAIRS
5. NCERT
6. NIEPA
7. AIIMS
8. IIT DELHI
9. NBT
10. NOS
11. IAEA
12. DOORDARSHAN
13. AKASHWANI
14. BGVs

STATE LEVEL:

1. DIRECTORATE OF EDUCATION, GOVERNMENT OF DELHI
2. MCD
3. NDMC
4. SOME DEPARTMENTS OF UNIVERSITY (DU, JNU, JMI)
5. SCERT
6. SMALL SCALE INDUSTRIES SERVICE INSTITUTE
7. URDU AKADEMY, DELHI
8. LEGAL AID BODIES
9. TIHAR JAIL
10. YWCA
11. STATE LEVEL NGOs

DISTRICT LEVEL:

1. DRUs
2. WOMEN POLYTECHNIQUES
3. ITIs
4. NGOs

Extent of Independence in the Working of the SRC:

The SRC enjoys freedom in its functioning as far as its programmes operations are concerned. Barring procedural formalities for obtaining approvals for expences it enjoys the freedom of operations. Some of the administrative problems of the SRC were:

- i) Delays in recruitment process
- ii) Limited financial powers to the Director
- iii) Temporary nature of staff (it took more than 6 years to place the SRC staff from Ad-hoc to regular basis)
- iv) Insufficient building
- v) Lengthy procedural formalities for approvals in case of special rates of payments to invitees or out of routine programmes.

CHAPTER IV

PERSONNEL POLICY

Recruitment:

There are approved qualifications for each position keeping in view the nature of job responsibilities. The qualifications were at par with similar positions under the purview of the UPSC, Jamia, DAE and other national level institutions. The recruitment is done through the established procedures of public advertisement and interview through the selection committee. The consultants of repute are, however, engaged for short-term assignment against honorarium or consultancy.

Promotion:

So far, there is no promotion policy for upward mobility of the staff primarily due to funding pattern. It was pointed out the annual budget of the SRC is fixed for a period of five years. The grant is released at the same level for all the five years. In the initial years of the five year period there is some surplus money available under the salary head. But due to annual increments and enhancement in allowances this amount is just sufficient to meet routine salary bills. Since there is no provision to carry forward the unspent balances to next year there is hardly any scope for a promotion policy. The limitation with regard to funds was also an important reason behind the inability of the SRC to expand its staff.

The workload of the vacant positions is shared by the existing staff. It was reported that only in one case a person was promoted to the next higher grade.

Professional Growth:

It was claimed that the SRC provide to its academic staff opportunities for professional growth by way of deputing them to professional training courses, workshops, supply of reading

material, in-house sharing of work, interaction with the field workers within and outside the state and involvement in national level activities of the NLM.

The academic staff, however, expressed its concern over the lack of opportunities for their professional and academic growth. In the absence of the facility of study leave or long duration leave and sponsorship they had no opportunity to join M.Phil/Ph.D or attend a training course of a longer duration.

The concern shown by the staff seems genuine and reasonable. There is, therefore, a need that the NLM should help the SRC staff in acquiring skills of higher level or in completing some diploma level courses relevant to their fields of activities. They should be provided duty leave with all the benefits of service for such purpose. This may be arranged either through a special grant on individual basis or through a special provision in the funds sanctioned for the SRC.

Conditions of Employment:

The SRC has staff strength of 21 including academic and administrative both. Among them one Lower Division Clerk and a peon are permanent employees of the Jamia. Among the rest of 19 persons 16 are working as temporary employees and their tenure will be till the period of the project, i.e., till the SRC exist and continue to get funds from the NLM/Ministry of Human Resource Development. Two of the employees, i.e., Store-Keeper and a Trainee Typist are on contract basis drawing a consolidated salary while the Driver is a temporary employee (See Annexure VII).

The period of service of the Director of the SRC was about 15 years; of the 3 Programme Coordinators between 11 and 16 years; of the Associate Coordinator and 3 Programme Associates, the Programme Assistant and Research Fellow between 7 and 13 years; of the Graphic Artist 13 years. The period of service of the office staff, except the trainee typist, was in between 7 to 14 years.

Despite of a considerably long period of their service with the SRC the services of the staff are still considered temporary thus denying them many benefits like Pension, LTC, study leave etc. as permissible to permanent staff of Jamia Millia Islamia. This is due to the temporary nature of the SRC.

The staff has a strong feeling of insecurity of job due to the ad hoc status of the SRC. They feel that in the absence of any long term commitment of the MOHRD the funds to the SRC can be withdrawn or curtailed any time. In such a situation the Jamia will have no obligation to continue the activities of the SRC or absorb its staff in any one of its departments. The staff expressed its serious concern about their service conditions. Their pessimistic expression about their future prospects particularly with reference to their achievements and utility at the SRC require a positive thinking of the MOHRD and the Jamia for providing permanent status to the SRC.

Besides insecurity of job and loss of pensionary and other benefits admissible to the permanent employees of Jamia the staff of the SRC was also facing a psychological problem due to the attitude of middle level officers of the parent body. While the SRC staff considers itself as part of Jamia and, therefore, desire that their status should be at par with the Jamia staff.

It was pointed out that the pay scales of the Director, certain categories of the academic staff and the Office Incharge were highly inadequate, considering their responsibilities as well as the status of their counterparts in the departments of the Jamia. The staff consider this anomaly as one of the major reasons due to which their status is not considered equal to the similar categories of staff in the Jamia.

The present pay scale of the Director is 3700-5000. It is not equivalent to even the selection grade Lecturer/Reader (which is 3700-5700). Being head of the SRC the position of the Director should have an status equivalent to the heads of the departments in the Jamia. Such a provision will enhance the status and prestige of the SRC in the Jamia's set-up. There is, therefore, a strong

case for the upgradation of the post of the Director who should be placed in the pay scale of the Professor.

The Programme Coordinators are Incharge/head of different Units of the SRC. They are placed in the pay scale of Senior Lecturer, i.e., 3000-4500. Considering the level and nature of their responsibilities it will be most reasonable if they are placed in the pay scale of Reader, i.e., 3700-5700. Similarly, the pay scales of Associate Coordinator, Graphic Artist and Programme Associate needs to be revised to 3000-4500, 2200-4000 and 2000-3500 respectively. These revisions have been proposed after examining their nature of responsibilities and their work-load.

The Office-Incharge is placed in the pay-scale of 1640-2900 while the pay scale of Section Officer in the Jamia is 2000-3500. The position of Office Incharge needs to be accorded a similar status as he plays a role similar to the Section Officer. For making the position respectable in the hierarchy it is desirable to change the pay scale from 1640-2900 to 2000-3500.

The revisions in pay scales of some of the categories of staff of the SRC have been proposed after examining (a) their level of responsibilities; (b) the status accorded to the staff of the Jamia with comparable responsibilities; and, (c) the need to provide a suitable status to the SRC in the set-up of the Jamia.

Pressures in Recruitment:

The Programme Advisory Committee-cum-Governing Body of the SRC is chaired by the Vice-Chancellor of the Jamia Millia Islamia. The Annual work-plans, budget and other issues concerning the working of the SRC are discussed and approved in its meetings. The Jamia authorities, however, do not give weightage to the approval of the PAC-GB of SRC with regard to staffing structure and service matters unless the Executive Council of Jamia in the capacity of the Executive Committee of SRC approves it. The University set-up has, therefore, placed the PAC-GB into a body without any authority and autonomy.

Although there have been no pressures from the parent body at the time of recruitment the SRC was, however, facing problems in recruitment due to ineffective status of the PAC-GB. Earlier, the staffing pattern of SRC was prescribed by the NLM. Since 1994 the SRC was given flexibility to decide the staffing structure on its own. But, this facility could not benefit the SRC because of the required procedural formalities of the Jamia. The inordinate delay in restructuring the organizational set-up/staffing of the SRC is adversely affecting the work. Even in cases of approved positions the Recruitment Cell of Jamia takes considerably long time in filling them.

In the interest of the working of the SRC the University authorities may consider giving authority and autonomy to the PAC-GB in deciding about staffing structure and service matters. Alternatively if the body has to function as advisory its recommendations with regard to these matters may be placed before the concerned authorities/bodies of the Jamia directly for approval. The implementation of the decisions should then be entrusted to the SRC. This will eliminate procedural delays and smoothen the working of the SRC considerably.

CHAPTER V

PROGRAMMES AND PROCESSES

ACADEMIC ACTIVITIES:

Material Production:

One of the major functions of SRC is material production. Since beginning, SRC Jamia is producing basic literacy, post literacy and continuing education material. Material for environment building and training is also developed. Material is prepared after identifying the requirements of the target population. This is done through the following:

- i) Specific need of the target group.
- ii) Specific vocational skills of learners.
- iii) During training programmes of functionaries.
- iv) Discussion with learners and community people.
- v) Observation in the field.
- vi) General Social awareness in the target population on issues of national concern
- vii) Feedback from the members of ZSS and ex-trainees.
- viii) Demands from Ministries.

The same sources also help the SRC in improving/modifying the Primers. They also provide feedback for selection of themes for the learning material.

Methodology:

1. Workshops for material production are sometime organized which help in preparing manuscripts on certain themes.

2. Assignments to writers for preparing manuscripts on identified themes.
3. SRC staff writers prepare manuscripts or edit those prepared by others.
4. Subject experts are entrusted the assignments related to their field of specialization.

Pretesting:

Pretesting is done in the field directly through interaction with learners and functionaries. The feedback is also sought from the functionaries during their training.

Assistance to other TLCs for production of material:

TLC districts of various other states such as Rajasthan, J&K, Bihar, U.P., M.P. and Haryana were provided technical assistance in production of the concerned ZSS specific and state specific primers specially in Urdu.

Speciality of SRC's Material:

1. Predominantly based on the need of learners.
2. In Urdu and Hindi.
3. Bilingual - Hindi-Urdu mixed.
4. Special exclusive material for Rural Development, Consumer Education, Health, Communal Harmony, Environment etc.
5. Legal Literacy package (a complete package on women's issues)
6. Health package (pre and post natal care and other).
7. Skill Development package.
8. Gender Sensitive issues.
9. Graded material for various categories of learners.
10. Curriculum grid available for reference.

Training:

The second crucial and indispensable function of SRC is to impart training to all those involved in literacy programme. Training to senior functionaries such as Project Officers, Supervisors, Master Trainers, Representatives of Voluntary Agencies during Centre Based Approach & MPFL till the launching of TLCs in 90s'.

After the inception of TLC approach, there has been major thrust upon training of senior functionaries who could manage the affairs of Zila Saksharta Samitis. SRCs are supposed to train Programme Managers, Associate and Area Coordinators, Implementors, Policy Makers, Key Resource Persons and DRU faculty. The SRC Jamia has not only catered to the above specified group but trained, monitored and supervised the trainings of Master Trainers as well. In some cases Volunteers, both at SRC premises as well as field sites were trained by SRC keeping in view the convenience of the field functionaries and in the interest of the programme as a whole.

The SRC has systematically developed training techniques and methodologies. For conducting the trainings, training need is identified, training designs are developed for KRPs, MTs, VIs, the training schedules are then prepared. To effectively conduct training sessions, audio - visual aids are used to the maximum possible extent. Most of the sessions are conducted in a participatory manner.

Transparencies, Charts, Diagrams are prepared well in advance. The participants are given relevant 'Hand outs' on the materials discussed which are either prepared by SRC or collected from MHRD, DAE, Voluntary Agencies (having such material) and other related agencies.

Teaching Aids are used wherever required. In order to conduct need based training, field visits are made to ascertain and assess the training needs. Allied experts are consulted, if required.

The SRC believes in exploiting the potentials of trainees. Right from the beginning more than a decade ago, it has been making use of participatory method of training. While commencing

such training, especially in the context of Delhi TLC, efforts are made to have a balanced, well qualified, socially committed trainees which alone can ensure success of the programme.

Apart from conducting and organizing training, the SRC prepared and produced training tools and training materials, such as:

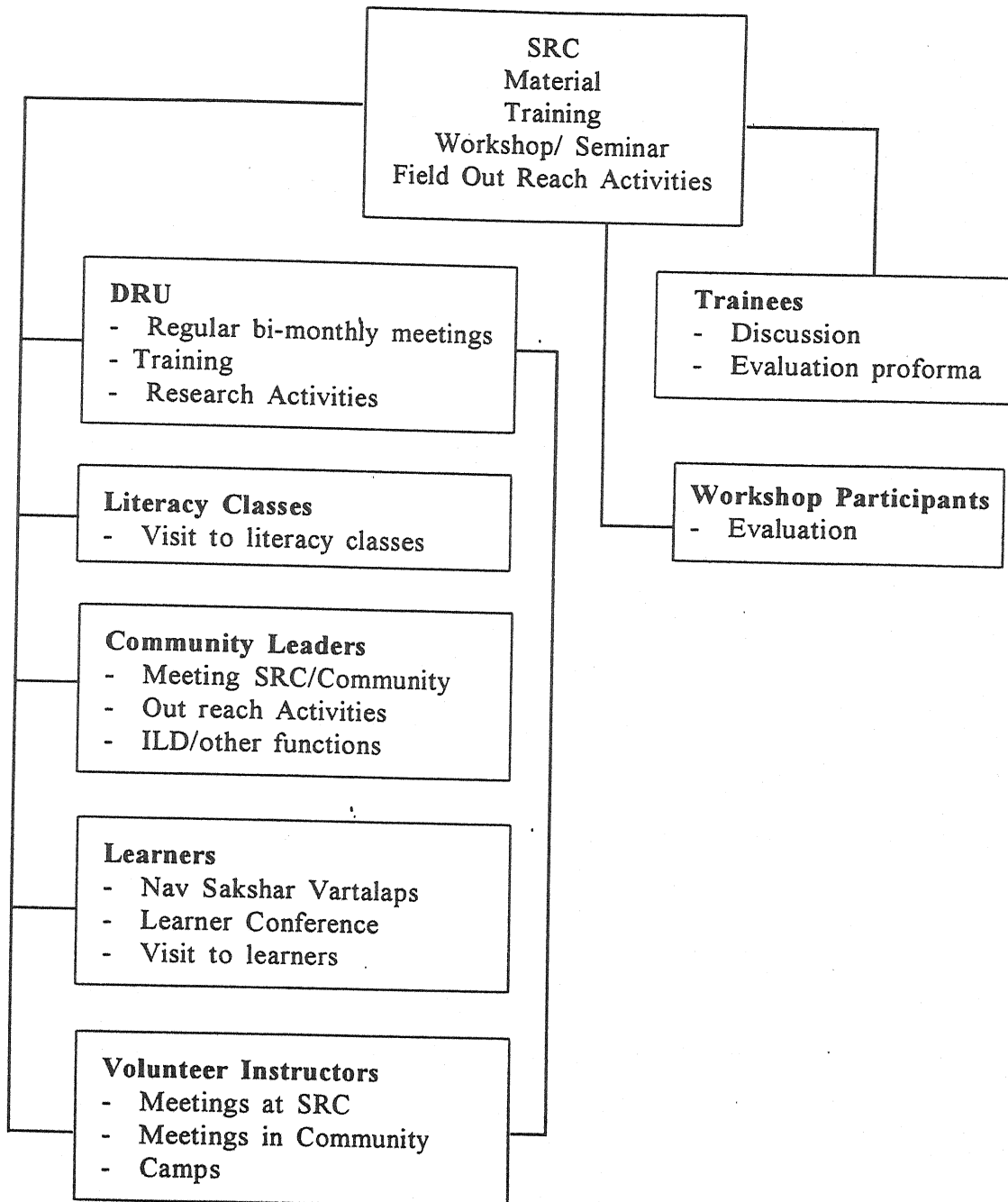
1. Teachers' Guide for Basic Literacy.
2. Resource Book in Hindi and Urdu for KRPs/MTs.
3. Methods of Teaching Adults (Urdu).
4. A Book on Teaching Aids.
5. Continuing Education Centre's Establishment.
6. Post Literacy Now and Then.
7. Designing of Literacy (field) Games.

During 1994 and 1995 the SRC published four Resource books in the form of manual/Guide book for the target group of Master Trainers. They are:

1. Balighon Ko Padhane Ke Tarique (Urdu).
2. Tarbiyati Dastoorul Amal (Urdu).
3. Prashikshan Sandarbh Pustika.
4. Shikshan Sahayak Samagri.

One of the major academic activity of training has been to train the community activists, social workers, in the art of script writing/slogan writings. Puppetry (Environment Building and its sustenance), performing arts etc. Street Corner Plays, dramas on the current burning issues and local problems. The entire process has a profound bearing upon the community at large, more so, on the learners/beneficiaries.

SYSTEM OF FEEDBACK MECHANISM



Support to On-going Literacy Programmes And Fulfilling Changing Demands:

Since inception SRC has been providing various kinds of technical support to adult education programme. SRC Jamia has not only supported Delhi TLC but TLCs of other non-Hindi non-Urdu speaking states also by providing training to KRPs and MTs and taking its material to them. It has helped TLC districts of various states in development of primer according to their requirements.

Evaluation has been another area where SRC Jamia has taken a lead. SRC has evaluated few TLC districts as external evaluation since 1994. They include: District Yamuna Nagar (Haryana), Dungepur (Rajasthan), Moradabad (U.P.), Almora (U.P.), Agra (U.P.), and some NGO's in Delhi.

State resource centres all over the country usually support the ongoing literacy programmes by imparting training and supply of material. When total literacy campaign was launched in Delhi, SRC submerged itself in the campaign from initial programmes to day to day implementation and regular monitoring. From Environment building activities to learners' evaluation SRC has supported and participated in all the activities. Following are the major areas in which the SRC has made significant contributions:

I. PROJECT FORMULATION AND PRESENTATION BEFORE NLM

Delhi Sarva Siksha Abhyan Samiti, Delhi School Literacy Project and other projects of Voluntary agencies.

II. ENVIRONMENT BUILDING ACTIVITIES

- Development of EB material like appeal, pamphlets, posters, song cassettes.
- Organization of street corner plays, puppet shows.
- Reach out activities like melas, camps, competitions etc.
- Sensitization of Writers, Journalists and Artists at state level.
- Organisation of street corner meetings.

III. SURVEY

- Organisation of Survey Workshops
- Development of survey proforma
- Staff of SRC monitored the survey activities

IV. TRAINING

- Development of training material
- Training of KRPs
- Monitoring of MTs and VIs
- Orientation programmes for DDE, ADMs etc.
- Gender Training
- Participatory rural appraisal

V. MATERIAL

- Revision of primer in the light of Delhi TLC
- Development of training and EB material
- Development of material on Skill Development

VI. MONITORING

- Regular field visits
- Meetings with learners, Nav Sakshar Vartalaps, 'Neo-literates' Conferences etc.
- Development of monitoring proforma for each level
- Training of functionaries in monitoring

VII. EVALUATION

- Training DRUs in evaluation techniques
- Orientation of Associate and Area Coordinators and EVGCs in evaluation
- A set of 12 parallel test papers developed and supplied to DSSAS

VIII. STRENGTHENING OF DRUs

There are five DIETs in Delhi and DRUs are attached to them. The DRUs play very important role in implementation of TLC. The SRC involved DRUs in most of its activities. The DRUs were involved in the following activities.

- Production review of material
- Development of training design, follow-up of training, organisation of training
- EB and outreach activities
- Prepared DRU staff as field managers of TLC
- Work plan formulation
- Learners evaluation techniques
- Monitoring of population education components
- ILD celebrations
- Post literacy and CE

IX. POST LITERACY

- Organised workshops on identification of post-literacy activities and its strategy
- Project formulation initiated
- PL1 in Hindi Urdu
- Supplementary material developed
- Organised training in various districts
- Started centres in Sagarpur, Trilokpuri, Azadpur, Badli etc.
- Monitoring of the programme in the field.

X. CONTINUING EDUCATION

- Started planning for CE programme
- Developed training material
- Identified vocational skills suitable to Delhi's neo-litrates
- Constituted core group for skill development activities

- Developed 25 books on skill development
- Other material for CE
- Organised workshop on CE and development

Role In Media Support For Environment Building:

The Delhi TLC needed lot of media support. For the purpose following has been done by SRC Jamia.

A. ELECTRONIC MEDIA

- SRC developed scripts for TV spots and helped in the recording of these spots.
- Organised three workshops, two days each. Nearly 150 Writers, Journalists and Artists were updated on literacy campaign and NLM.
- SRC developed programmes for TV and Radio and helped in their recording.
- Support to film makers: the film makers identified by DAE were supported and helped in showing of films.
- Arranged shooting facilities to film makers and provided the success stories of Delhi for narrations in the episodes.
- Prepared audio-tapes of songs and radio drama. These were handed over to All India Radio also.

B. FOLK MEDIA

- SRC pioneered in starting puppet plays and street corner plays in literacy programmes.
- It has taken a lead in organizing workshops for community youth. The community youth were trained in the performing arts. They formed their groups and organized plays in the community.
- Professional groups were hired to perform in the field. Every year nearly 25 shows were organised from which nearly 1,25,000 people have benefitted.
- Amateur groups were supported to perform in the field.

- School students were trained in the art of directing and performing in the field. They formed their groups and organized shows for Environment building.

C. PRINT MEDIA

- SRC is producing a newsletter 'Udan' for the purpose.
- The Director SRC and academic staff writes articles in magazines for the purpose.

Participation in Workshops, Seminars and Conferences:

An account of the participation of the Director, SRC in Workshops, Seminars, Conferences and meetings is very impressive which shows her high level of involvement with the programme. During 1995-96 the Director attended 60 meetings in different organizations, institutions and of the Government of Delhi and the MOHRD while 4 meetings were attended in different states. She participated in 8 workshops including one in Indonesia and presented a paper and 2 Seminars. Besides, she made 53 field visits. During 1996-97 the Director attended 59 meetings/workshops/seminars/conferences including one workshop each in Nepal and Bangladesh, besides 34 field visits. During the period April-December 1997 the Director participated in 24 meetings/workshops/seminars including two in Bangladesh. During the same period she had 26 field visits.

Almost all the academic staff had also attended/participated in a number of meetings/workshop/seminars during the same years.

CHAPTER VI

INNOVATIONS AND RESEARCH

Research in the field of literacy and adult education has not been a priority area of activity for the SRC. It also has no staff for this purpose. The SRC has, however, conducted three studies during the reference period. Besides, it has conducted 6 Evaluation studies and one Video documentation of 'Chauraha' experiment.

1. Field Testing the Effectivity of Video Chauraha In Imparting Literacy to Adult - Action Research:

Objective: Overall objectives of the study were

- i) To develop and field test the package of inputs required for use of 'Chauraha' video programme; and
- ii) Field test the effectivity in telecast and non-telecast (Repeat through VCR) modes.

Design:

- a. A package of inputs consisting of the Primer, Teaching Chart, Instructor Manual, Training of Functionaries and post 'Chauraha' Curriculum was developed.
- b. A total of 50 Centres (30 telecast mode and 20 non-telecast mode) with a maximum enrolment in collaboration with Baliga Trust, SVP and IAEA. These Centres were supervised by Preraks and each cluster had an APO.
- c. Hardware (TV & VCR) were hired locally
- d. System of data feedback on ongoing basis was developed.

Major Findings:

1. 'Chauraha' Video could sustain interest of learners in the class better than the print material.
2. Acquisition of literacy skills were qualitatively better in case of Chauraha as compared to print medium of instructions.
3. Mode of transmission i.e. telecast and non-telecast did not make any difference on acquisition of literacy skills.
4. With the use of 'Chauraha' greater uniformity in imparting of instructions in different Classes was achieved which is not so in case of normal Classes because of different styles of individual instructors.

2. Impact of Population Education on Learners of Adult Literacy Programmes - A KAP Study.

Objective:

To measure change in knowledge, attitude and practices of adult learners in favour of 'appreciation' of population problems and 'demand' for controlling measures as a result of exposure to integrated population education and literacy activities.

Methodology:

1. An interview schedule consisting of questions on knowledge and practices and a standardized attitude measurement scale.
2. The same tool was administered on randomly selected learners at the beginning and on completion of literacy cycle. The completed sample of pre and post measurement in respect of 568 learners was included in the study.
3. Data was tabulated and interpreted in terms of percentages, average and destinations.

Major Findings:

- a. Majority of learners were in younger age group (mean = 25 years) married women and belonging to lower income groups.
- b. There was an over all increase in knowledge about population issues which was observed in correct timings of pre and post-natal check-ups (72%); minimum age of marriage of boys (+ 28%); and adverse effects of early marriage of girls (27%).
- c. To begin with 67 per cent respondents had favourable attitude and at the end of literacy cycle 92 per cent had developed favourable attitude.
- d. There was 61 per cent increase in contraceptive adopters during pre and post measurement.

3. Participation of Muslims Especially Women in Literacy Campaign in Agra District:

Objective: To document the extent of participation of Muslims especially women and identify factors responsible for it, supported by case studies.

Methodology:

- a. Record data available with ZSS Agra was taken to document the extent of participation
- b. Based on data available with ZSS and on the opinion of informed senior functionaries of ZSS, a few success reporting Muslim areas were identified for Case studies.
- c. Information regarding these success reporting Muslim areas was collected through interviews of senior functionaries of ZSS, community leaders, volunteers and learners.

Findings:

- a. Motivation to learn existed among Muslims especially women because of their educational deprivation.

- b. Rapport building initiatives by senior functionaries of ZSS (irrespective of their religious background) with community leaders played a key role in community mobilisation and achievement of success.

4. **External Evaluation of TLC Moradabad:**

Objective: To assess the extent of target achievement.

Methodology:

- a. A sample of 10 per cent or 21592 learners (taking village as a smallest unit) completing Primer III was selected. Completed sample was 6061 learners.
- b. A set of test papers (in Hindi and Urdu) developed as per NLM guidelines were used to evaluate learners' literacy achievements. Record data and interviews of functionaries and community people were also used to supplement learners' evaluation data.

Findings:

- i. Out of completed sample 62.8 per cent learners were able to achieve the norms.
- ii. Out of identified illiterates campaign had, 2.61 lakhs learners completed Primer III as per records of TLC.

5. **Evaluation of Mangolpuri (Delhi) Literacy Project of Dr. A.V. Baliga Memorial Trust:**

Objective:

- a. To assess the quantitative and qualitative achievement of target group.
- b. To develop first hand experience of conducting learners' evaluation in an Urban TLC.

Methodology:

A 10 per cent sample or 1270 learners (taking block as a unit) was drawn at random. Completed sample was 360 i.e., 28.3 per cent of targeted sample.

Findings:

- a. Low availability of sample was due to migration and other factors.
 - b. Project achieved its quantitative target.
 - c. A different planning is required to administer test on learners in an urban TLC
6. **External Evaluation** - Yamuna Nagar District TLC
 7. **External Evaluation** - Dunarpur District TLC
 8. **External Evaluation** - Agra District TLC
 9. **External Evaluation** - Almora District TLC
 10. **Video Documentation of 'Chauraha' Experiment'**

Objective: the over all objective was to capture the highlights of processes and selected findings of field experience of testing 'Chauraha' Video.

Description: The U-matic video documentation was titled 'Beyond 40th Episode' and has both English and Hindi versions. The duration of these programmes is 28 minutes.

It is based on interviews of learners, instructors, supervisory staff and consultants associated with the experiment.

11. **Staff Association With Appraisals and External Evaluations:**

Senior faculty members of SRC including the Director were associated with:

- a. Pre-Appraisal - Hamirpur District (U.P.)
- b. Appraisal - Faizabad District (U.P.)

The SRC has developed sound training techniques and methodologies. It has also been paying due attention to the development of training material. It has conducted a large number of training programmes for different categories of literacy workers. There, is, therefore, a strong need to conduct some studies on the (a) impact of the training; (b) utility of the areas covered during training and (c) the extent of translation of the training into practice by different categories of ex-trainees.

Monitoring Tool Designing:

Following Monitoring and Evaluation Tools were developed for Literacy Programmes in Delhi.

1. Baseline survey proforma for identification of Neo-literates.
2. Literacy Class Attendance Register with instructions and Monthly Progress Report Proforma.
3. Monthly Progress Report Proforma for Area District.
4. Quarterly Progress Report Proforma for Area District.
5. 10 Test Papers as per NLM guidelines for internal evaluation of learners.

Other Support to Literacy Programmes in Delhi:

1. Guidance was provided to Delhi Administration in developing Pilot Project of Education For All for five localities.
2. Guidance was provided to Delhi Sarva Shiksha Abhiyan Samiti in finalising its Project Proposal.
3. Photo Slides were prepared on Literacy Project of Delhi Sarva Shiksha Abhiyan Samiti for presentation before NLM and orientation of concerned persons.

4. An exhibition highlighting the achievements of Delhi Sarva Shiksha Abhiyan was prepared. Photographs, illustrations, painted panels and model of a Centre were the medium of exhibition
5. Pilot Internal Evaluation of learners was conducted in three areas of Delhi Sarva Shiksha Abhiyan namely, Ballimaran, Narela and Sagarpur. Results were supplied to DSSAS.
6. A design for future internal evaluation was prepared and supplied to DSSAS. This was supported by intensive training of DRU personnel in Research Methods and Evaluation Techniques.
The orientation in evaluation was also provided to Area and Associate Coordinators from different districts.
7. Guidance to First Post Literacy Programme in Delhi : Dr. A.V. Baliga Trust was guided in designing of Post-Literacy project in campaign mode. This project was provided guidance in developing operational strategy, training design and execution. Post Literacy Primer (Hindi) developed by SRC was also pre-tested in this project.
8. Delhi Sarva Shiksha Abhiyan Publicity through Air Dropping: In view of limited geographic expanse and high population density, publicity of Delhi Sarva Shiksha Abhiyan by Air Dropping an appeal was designed in collaboration with Indian Air Force (Delhi). An appeal to participate in literacy programmes was developed and printed by SRC and was air dropped by the Helicopter of Indian Air Force all over Delhi.
9. Nav Saakshar Vartalap: Experience sharing meetings of selected neo-literates from different areas of Delhi were organised. Since 1995-96 objective of the meetings was to share experiences of Neo-Literate for SRC's programme development especially in areas of post literacy and continuing education. Retaining the education purpose, experiences were shared through games in order to keep the meetings in light mood. Neo-literates as well as SRC staff found these meetings educative as well as joyful.

10. Proudh Siksha Melas: Way back in 1986, SRC had initiated programmes to hold State level competitions for volunteers and learners of literacy programme. The purpose of the activities was firstly to provide opportunity to the participants to demonstrate their achievements/talents in a competitive spirit; and secondly generate momentum in field activities as preparations to participate in these activities start much in advance. Initially it took shape of a 'Proudh Siksha Mela' held at SRC, Jamia annually.

In 1995-96 and 1996-97, with the revival of field programmes Melas were organised in a decentralized manner. Six mini Melas each year were organized at six sites in different districts of Delhi.

State Level Poster, and Essay Competitions:

In line with the national level competitions, SRC in 1995-96, organised Poster, Slogan and Essay Competitions for Volunteers and Learners of Delhi Sarva Shiksha Abhiyan. These competitions were organised on the occasion of ILD '95. It has been decided to publish selected entries of posters in a book form. Prizes of these competitions were distributed in a function organised to mark Jamia's Platinum Jubilee and Dr. Zakir Hussain's birth centenary.

CHAPTER VII

OUTPUT AND IMPACT

The SRC has produced primers in Hindi and Urdu as basic literacy material - Meri Kitab part I, II and III in Hindi and Hum Padhen part I, II, and III in Urdu. The primers are based on IPCL approach.

The primer, Meri Kitab part I comprise 20 lessons of single pages with two to three Hindi Alphabates explained through appropriate pictures printed in two colours. At the bottom numbers with pictures for facilitating counting have been given. Exercises for each of the lessons are also provided to help the learner in practice in reading and writing. Papers for self-evaluation are provided at the end of lesson 6, 14, and 20. At the end of lesson 20 number 1 - 100 are given.

The primer, Meri Kitab part II contains 12 lessons. Each of the lessons starts with Hindi alphabates, matras and their use in constructing a word. The lessons contain short stories in simple language and short sentences. The stories aim at generating social/civic consciousness. Five of the lessons (2,4,6,8 and 10) are for Arithmetic. The first of the lessons on Arithmetic gives 2 digit questions on addition; the second lesson is related to 2 digit questions on subtraction; The third lesson on Arithmetic relate to multiplication; the fourth on Division while the fifth lesson has questions on addition of Rupees and paisa. The Exercises are given at the end of each of the lessons. There are 3 test papers for self evaluation, one each after lesson 4, 8 and 12.

The Hindi primer, Meri Kitab III starts with some general information with regard to civic matters and health. The primer consists of 9 lessons. Each of the lessons included some stories and questions relating to arithmetic and at the end exercises were given to enhance the

ability of learners. The primer contains 3 test papers for self evaluation, one each at the end of lesson 3, 6 and 9.

The stories in the lessons covered topics related to child rearing, environment, equality of the girl child, letter writing, rights of women, social and communal harmony, and social awareness.

The Urdu primer 'Hum Padhen' part I presents alphabates, their use in writing words and small simple sentences. The pronounciation has been explained through pictures of certain items, vegetable, fruits or animals. From lesson 6 small stories using simple sentences have been given. Besides numbers upto 50 explained through pictures the primer has arithmetic questions with regard to addition and subtraction of upto two digit. The primer has three self-evaluation papers at the end of lesson 3, 6 and 9.

The primer 'Hum Padhen' part II containing 9 lessons has been prepared keeping in mind the NLM norms, i.e., develop ability to (1) read and write words based on all the Urdu alphabates; (2) read and write numbers upto 100; (3) solve simple arithmetic questions on addition, subtraction, multiplication and division; and (4) measure in kilometre, metre and kilograms. The lessons are based on small stories with simple and easily understandable sentences. The stories are related to the social structure and social responsibility, importance of unity, population explosion and its effect and equal status of girl child.

The Urdu primer 'Hum Padhen' part III contains 9 lessons the purpose of which is to improve the vocabulary of learner. Besides, the lessons have been prepared in such a way that they improve knowledge and have practical utility for learners. The lessons include subjects such as: some aspects of development, environment, equality for the girl child, health care, importance of literacy, equal pay for equal work, social harmony, letter and application writing.

The SRC Jamia had supplied urdu primers and also conducted training of KRPs for Urdu in some districts of Uttar Pradesh. Among them were District Bijnor and Rampur also, we had discussions with the secretaries and some of the members of ZSS, KRP's and learners of these

districts. As regards the primers the representatives of the ZSS felt the themes covered were meaningful, related to life situations and the social environment. Their presentation was in simple language and easily understandable. The standard of publication was good. The learners expressed satisfaction over their achievements. Those who had completed primer I were able to read sentences with simple word and write simple words. Those who had completed primer II were able to read and write sentences in simple language easily. They felt the language used in their primers were simple and easily understandable. They found the stories were interesting and the questions related to Arithmetic useful.

Training:

As mentioned earlier training for Urdu KRPs was conducted by the SRC in district Bijnor and Rampur. The members of the ZSS expressed their satisfaction with the quality of training imparted to the important functionaries of the TLC. They also informed that their opinion was sought by the SRC about the strengths and weaknesses of the training programme.

The KRP's who received training were satisfied with the methods used in training programmes. They, in particular, appreciated that every one of the trainees was encouraged to participate in the discussions actively. Besides, role playing, use of video and audio tapes were useful methods. They found the discussions on teaching - learning material were of practical utility which was helpful in maintaining uniformity in teaching different lessons.

CHAPTER VIII

MOBILISATION AND MANAGEMENT OF FINANCIAL RESOURCES

A. Grant from the Ministry of Human Resource Development:

Like other SRCs the SRC Jamia is getting an annual grant from the Ministry of Human Resource Development, Government of India which has placed it into category 'B' for the purpose of grant. A brief account of the grant sanctioned by the Ministry, amount received and utilized by the SRC over the period from 1992-93 to 1996-97 is as under:

| Year | Sanctioned | AMOUNT: | |
|---------|------------|-----------|-------------|
| | | Received | Expenditure |
| 1992-93 | 12,30,582 | 12,30,582 | 11,43,594 |
| 1993-94 | 12,30,582 | 12,30,582 | 13,42,972 |
| 1994-95 | 25,00,000 | 22,76,453 | 18,80,523 |
| 1995-96 | 25,00,000 | 23,20,000 | 23,28,120 |
| 1996-97 | 25,00,000 | 22,00,000 | 22,15,246 |

The grants are sanctioned under three heads: Staff and Office Expenditure; Other Expenditure and Programme Expenditure. It was found that the total expenditure of the SRC was about 93 per cent of the grant received from the Ministry for the year 1992-93 and 83 per cent for the year 1994-95.

The expenditure, however, exceeded the grant received for the year 1993-94 by about 9 per cent; for the year 1995-96 by about 0.4 per cent and by about 0.7 per cent for the year 1996-97.

A further analysis of the Head-wise grant received and spent shows that during 1992-93 and 1993-94 the proportion of expenditure on staff and office was significantly higher than the proportion of grant sanctioned under this Head. As compared, the proportion of expenditure on 'other expenditure' and on Programmes was considerably lower than their proportion in the amount released. During 1992-93 out of the total grant received by the SRC about 52 per cent was for the staff and Office Expenditure. Against this the SRC spent about 73 per cent. Against about 10 per cent for 'Other Expenditure' the actual expenditure was about 6 per cent and against about 38 per cent of the released amount for Programmes the actual expenditure was 21 per cent.

During 1993-94 about 52 per cent of the grant released was for the staff and office, about 10 per cent for Other Expenses and about 38 per cent for the Programmes. Against this the SRC spent about 66 per cent on staff and office about 9 per cent on 'Other Expenditure' and about 25 per cent on Programmes.

From 1994-95 when the grant was enhanced the proportion of expenditure on 'Salary' declined and on 'Other Expenditure' and Programmes increased. The total grant sanctioned by the Ministry since 1994-95 included 60 per cent for the Salary, 12 per cent for Other Expenditure and 28 per cent for Programmes. Though the SRC did not receive the entire sanctioned amount during 1994-95, 1995-96 and 1996-97 but considering that the proportion of sanctioned amount remained the same we find that out of the total expenditure the SRC spent about 53 per cent under Salary Head 12 per cent under Other Expenditure and about 35 per cent under Programmes during 1994-95. The proportion of expenditure on 'Salary' was about 58 per cent, Other Expenditure about 12 per cent and on Programmes about 30 per cent during 1995-96. The proportion of expenditure to the total expenditure under the Heads of 'Salary' was about 55 per cent, Other Expenditure about 13 per cent and for Programmes about 32 per cent during 1996-97.

The explanation for spending a significantly higher amount on staff and office than received through grant for the purpose during 1992-93 and 1993-94 was given by the SRC that the funds under this Head continued to be sanctioned at the same level which were sanctioned in 1988-89. Thus, annual increments and increase in D.A. exceeded expenditure over the sanctioned amount.

The following problems with regard to the release of grant from the Ministry of Human Resource Development were pointed out:

1. Since 1994-95 the grant for the SRC was raised to Rs.25,00,000. The SRC, however, did not get the full amount till 1996-97. For example, during 1994-95 it received Rs.22,76,453; during 1995-96 Rs.23,20,000 were released and during 1996-97 Rs.24,35,921 were sanctioned from which a sum of Rs.2,35,921 were forfeited on account of penal interest by the Ministry of Human Resource Development. Thus, the actual amount received by the SRC was Rs.22,00,000.
2. It was pointed out that practically every instalment of the grant was released by MOHRD with considerable delay due to which the SRC often face serious difficulties. During 1994-95 the first instalment of Rs.10,00,000 was sanctioned in June 1994 and the second instalment of Rs.12,76,453 was sanctioned in February 1995. The first instalment of the grant for 1995-96 (Rs.4,00,000) was sanctioned in June 1995 while the second instalment of Rs.19,20,000 was sanctioned in December 1996, i.e. after about nine months of the financial year. During 1996-97 the first instalment of Rs.12,00,000 was sanctioned in August 1996 while the second instalment of Rs.12,35,921 was sanctioned in the end of March 1997.
3. The MOHRD forfeited a sum of Rs.2,35,921 on account of penal interest from the grant sanctioned for the year 1996-97. It was pointed out that interest on unspent grant was deducted for no fault of the SRC whereas no interest is paid on loan taken from Jamia in case of delay in release of the grant.

4. There is no provision to carry forward committed expenditure from one year to another. This causes serious problems especially in payment of arrears of salary.
5. It was pointed out that a sum of Rs.8,120 was deducted by the MOHRD from the grant for the year 1995-96 and the SRC was not informed about the reasons.
6. One of the reasons reported for delays in the release of grant was that the copies of documents once supplied to the Ministry on time are again and again asked for.

B. Funds From Other Sources:

The SRC has been able to generate additional funds for Specific assignments from the following sources:

- i. UNICEF: for ILD Publications, Chauraha Programme and Folk Media Workshops
- ii. ACCU - Japan : for holding Workshops.
- iii. USAID, New Delhi: for special training of Nepal Citizens engaged in literacy/adult education.

The funds received from the Government and other agencies on ad hoc basis were earmarked for specific activities, such as SRC's maintenance, population project, organization of workshops or special publications. These funds were used for the earmarked activities and unspent balances were returned to the sponsoring organizations.

C. Prospects of Generating Funds:

The prospects of generating funds for the SRC from the sources were promising. At present, the mobilization of funds is only for specific assignments, on no-profit, no-loss basis because the SRC is considered a non-profit making organization. In the present set-up it cannot create its own corpus and, therefore, it can depend only on the annual grant from the MOHRD.

If the SRC is allowed to accept consultancy assignments from Non-Government Organizations working in the NCT of Delhi and from the government and other agencies outside the region it can generate a reserve fund for its long term sustainability. The SRC has adequate expertise and potential to undertake such assignments and generate income. In case it is permitted the Jamia will have to cooperate with the SRC by according it greater autonomy in the utilization of funds, considering the requirements of assignments, market practices and freedom to utilize funds for producing quality work. The strict formalities of the Accounts Office will have to be relaxed for such assignments, keeping in view of the overall position of funds for such assignments.

D. Additional Requirement of Funds:

The SRC immediately require funds for:

- a) filling the vacant positions, identified in earlier chapter and also appointing a librarian in the unrevised scale of 1400-2600.
- b) establishing a Research Unit with adequate staff.
- c) construction of buildings: Training Hall, Stores, Library Hall and two guest rooms.
- d) purchasing of books and journals for the library.

Most of the requirements of funds can be met if the SRC Jamia is upgraded to the category 'A' for which there is a strong case considering its level of activities and achievements. For the buildings, ad hoc grant will have to be provided by the MOHRD and the Jamia should arrange land for the purpose.

CHAPTER IX

ACHIEVEMENTS AND FUTURE PROSPECTS

Programme Requirements and Expectations:

The SRC consider the last five years as a period of 'transition' from Centre based to Campaign approach or a 'formative' period of campaign approach. The SRC has responded suitably to the situation to meet the changing demands of the programme. Within Delhi different models were tried out by different organizations with which the SRC had been associated at every stage. These were:

- i. Campaign BGVS Type -Pilot project by Delhi Saaksharta Samiti.
- ii. Mixed Approach Small Project by Dr. A.V. Baliga Trust.
- iii. School Based Campaign - pilot project by Government of Delhi.
- iv. Campaign Model (for whole of Delhi) by Delhi Sarv Shiksha Abhiyan Samiti.
- v. Public School based Campaign by National Public Schools Organizations.
- vi. Literacy Programme at Workplace by Public Sector Undertakings.

Keeping in view the requirements of the NLM and responding to the needs of these projects the SRC developed its programmes for fulfilling the demands and expectations of these programmes. The SRC has also responded to the demands of campaigns outside Delhi, the DRU, the DAE and NLM. It also took initiative for undertaking joint ventures with international organizations like UNICEF, UNESCO, ACCU - Japan, USAID and the British Council. Apart from others, some of the distinctive achievements of the SRC Jamia were:

1. Lead role in national level programmes of ILD Celebrations.
2. Release of special publications on the occasion of ILD.

3. Monopoly in catering to the needs of Urdu clients in District Literacy Campaigns nearly all over the Country.
4. Cater to the needs of Hindi clients in predominantly non-Hindi Literacy Campaigns.
5. Specialized in the development of Urdu literature and legal literacy books for clients of literacy programmes.
6. Specialized in developing communication material for development programmes like IRDP and Consumer Education.
7. Initiated the process of gearing up for continuing education programmes by holding workshops and developing literature on skill upgradation courses etc.

Recognizing the contributions of the SRC the EFA - Delhi awarded it with the 'Best Institutional Support' Award. It was also recognized as National Resource Centre for Gender Planning in Literacy by the British Council and the NLM.

Factors Affecting Performance:

The SRC identified the 'procedural delays' by the Jamia and the MOHRD were regular, though minor irritants. The financial resource crunch had also some impact on the time schedule for various projects/activities of the SRC. It was due to two reasons: (a) the funds were not in tune with the requirements; and (b) the instalments of funds are released after a considerable delay. During the periods of non-availability of its own funds the SRC has to depend on its parent body.

Shortage of the required infrastructure facilities such as some crucial academic staff, adequate Traing Hall, Library and Stores were causing some difficulties for the SRC. It was, however, pointed out that despite some of the above mentioned irritants/problems the performance of the SRC was never allowed to be affected. The support of the parent body i.e., Jamia Millia in providing funds during the periods of delays from the Ministry and that of the Programme Advisory Committee-cum-Governing Body have always been encouraging which maintained the performance of the SRC in meeting the programme requirements.

Problems Expected in Future:

Some of the problems that the SRC anticipate it may face in future are:

1. Staff dissatisfaction due to stagnation and temporary nature of services.
2. Financial resource crunch may increase, seriously affecting the expansion of SRC's activities. Delhi has about 12 lakh illiterates for which training requirements for a large number of KRPs etc. are significantly vast. To cope with the problem the SRC will need additional funds.
3. Fast changing needs and priorities of urban literacy.
4. Increasing number of illiterates and outward mobility of neo-literates by way of migration.
5. Low demand for continuing education material produced by the SRC because the material published by private publishers is more in demand as they are capable of providing consideration money to the concerned agencies.

Future Prospects:

Taking into consideration the past record of performance of the SRC in the area of adult education/literacy, the level of commitment and involvement in the programmes of the NLM at present and the enthusiasm for greater participation and contribution the future prospects of the SRC are certainly bright. The SRC has various ambitious plans for future. Some of them are:

1. Undertaking long-term and short-term research studies by establishing a research unit.

2. Upgradation and expansion in areas of Urdu, legal literacy and communication material for development programmes.
3. Development of expertise and resources in areas of continuing education, e.g., skill upgradation, equivalency programmes, QLIP etc.
4. Developing the SRC as a 'Model SRC'.
5. Harvesting of Cable Network's potential specially for Juggi Jhopari Areas.
6. Strengthening of the SRC's relations with different departments of state governments.
7. Striving for a permanent status of the SRC and its staff and formulation of a policy for promotion of the staff.
8. Assisting at a large scale the Voluntary Agencies working in the area of literacy and continuing education in different states by providing its expertise and material.

RECOMMENDATIONS

The commitment of the staff, the working environment, the output and achievements of the State Resource Centre, Jamia Millia Islamia are excellent. During the course of the present study we have, however, observed certain problems/shortcomings/anomalies which, if continue, may affect the performance of the SRC adversely. We, therefore, recommend the following:

- A. As for as the infrastructure facilities at the SRC are concerned, we feel the following are urgently required :
 - (a) A suitable Hall for conducting somewhat extended programmes trainings workshops as the present one can accommodate conveniently about 20 persons and, therefore, it is not adequate for training purpose if the number of participants is large.
 - (b) A proper store room with sufficient space for keeping its publications safely.
 - (c) There is a need for an editing room for mass media software preparation as most of the work is being done from outside causing monetary as well as time constraints.
 - (d) The SRC has no Library of its own. It has been banking mainly upon the Central Library of the Jamia and the DAE. Considering the fact that the SRC has a set of specialised activities and programmes, a library of its own is essential. The parent body should provide suitable space for a library and the NLM should consider seriously for an adequate additional grant for books, journals and other equipment and also for the post of a Librarian.
- B.(a) The SRC has its own Programme Advisory Committee-Cum-Governing Body(PAC-GB) chaired by the Vice Chancellor of the Jamia Millia Islamia. The role of this body is, however, confined to the programmes and activities. All financial transactions, appointments and other administrative matters of SRC are routed through Jamia's Central Offices. Some of the problems the SRC was facing due to this arrangement are, in particular, delays in action, whether it is recruitment of staff, purchases or sanction for any

expenditure. Delays in recruitment on posts approved by the PAC-GB or on those lying vacant for a long time is a serious problem. The Jamia authorities should consider ways for expediting the action by giving authority and autonomy to the PAC-GB and authorising the SRC for implementation in certain matters.

- (b) The Director of the SRC has no discretionary powers to sanction/spend even small amount of money unless it is approved by the Jamia's authorities. Similarly the SRC faces serious problems in payment of TADA to the participants of Seminars Workshops from outside Delhi on higher rates due to non-flexibility of TADA rules. The Director SRC has no freedom to nominate the staff for attending seminars/workshops and training programmes outside Delhi. Considering that the nature of activities and status of the SRC is different from the different departments of the Jamia the Director. SRC should be given greater autonomy and flexibility in these matters.

C. With regard to the personnel policy and conditions of employment of the staff of SRC we observed as under :

- (a) The SRC has no promotion policy for upward mobility of its staff. The reason was that the quantum of annual grant is fixed for a period of five years. Due to increase in allowances and annual increments, the grant in the fourth and fifth year can meet only routine salary bills. Since there is no provision to carry forward the unspent balances of the initial years, it is not possible to adopt a promotion policy for the staff. If the NLM considers gradual enhancement of annual grant a scheme for upward mobility of personnel can be devised.
- (b) The academic staff expressed its concern over lack of opportunities for their professional and academic growth due to absence of facility for study leave and sponsorship to M.Phil/ Ph.D. courses. It is proposed that the NLM should help the SRC staff in acquiring skills of higher level or in completing some diploma level courses either by providing special study grant on individual basis or through a special provision in the annual grant.

- (c) The SRC has a total staff of 21 including academic and administrative both. Out of them one LDC and a peon are permanent employees of the Jamia. Among the rest 16 are working as temporary employees and their employment will continue till the SRC continues to get funds from the NLM/MOHRD. The remaining three persons in the administrative side are working as purely temporary employees.

Despite working for a considerably long period the staff does not get benefits like pension, LTC, study leave, etc. as permissible to permanent staff of the Jamia because of their temporary nature of service. The staff, therefore, suffers from a strong feeling of insecurity. The situation, therefore, demands a positive thinking by the MOHRD and the Jamia with regard to providing a permanent status to the SRC.

- (d) To enhance the status and prestige of the SRC in the Jamia's set-up there is a strong case for the upgradation of posts and pay scales of the Director, Programme Coordinators, Associate Coordinator, Graphic Artist, Programme Associate and the Office-Incharge. This will place them at par with their counterparts in the parent organization.
- (e) The three important positions in Media, i.e. Programme Coordinator, Associate Programme Coordinator and Programme Associate are lying vacant since a considerably long time. The Jamia should expedite the procedure for their recruitment.

- D.(a) The SRC has conducted a few research as well as evaluation studies during the reference period. Research in the field of literacy and adult education has not been a priority area of activity for the SRC. It has also no staff for this purpose. It is, therefore, proposed that one senior person in the category of Programme Coordinator and one Programme Associate should be recruited for this activity.
- (b) There is a need to conduct some studies on : (i) impact of training; (ii) status of the Environment building programme of ZSS; (iii) utility of the areas covered during training; (iv) the extent of translation of the training into practice by different categories of ex-trainees; and, (v) reasons for poor response of certain segments of society to the TLC, etc.

E. The SRC faces certain problems with regard to release of grant from the MOHRD. They are as under:

- (a) The annual grant to the SRC was raised to Rs.25,00,000 from the year 1994-95. The SRC, however, did not get the full amount till 1996-97.
- (b) It was pointed out that almost every instalment of the grant was released by the MOHRD with considerable delays due to which the SRC often faced serious difficulties.
- (c) The MOHRD forfeited a sum of Rs.2,35,921 on account of penal interest from the grant for 1996-97. It was pointed out that interest on unspent grant was deducted for no fault of the SRC while no interest is paid on loan taken from Jamia in case of delays in release of the grant. It is recommended that the delays in release of instalments of the annual grant should be avoided as it does affect the SRC adversely. For this, months of the year should be made known when the instalments will be released and the time scheduled should be followed. If the MOHRD is to charge penal interest on unspent balance of grant it should also consider paying interest to the parent body for loans extended to the SRC in case of extra ordinary delays in release of instalments.
- (d) In the present set up the SRC cannot create its own corpus and, therefore, it has to depend only on the annual grant from the MOHRD. For its long term sustainability it may be allowed to generate a reserve fund by undertaking consultancy assignments from NGOs working in the National Capital Territory of Delhi and from the state governments and other agencies outside the region.

F. The SRC immediately requires funds for purposes identified in earlier chapters. Briefly, it needs funds for:

- (a) filling the vacant as well as recommended positions, identified in earlier chapter;
- (b) establishing a research unit with adequate staff;
- (c) construction of buildings : Training/Seminar/Workshop Hall, Library Hall, Stores room, and two guest rooms; and,
- (d) purchasing of books and journals for the Library.

- G. During the course of the present study we have observed that the SRC Jamia is doing an excellent work despite some short-comings and irritants. We, therefore, seriously feel that considering its level of activities and achievements there is a very strong case for its upgradation to category 'A'. If this status is granted, it will be very encouraging for the SRC and its staff. Further, most of the requirements for the recurring funds can be met through the enhanced grant under the 'A' category SRC. For the construction of buildings, however, ad-hoc funds will have to be provided by the MOHRD and the Jamia will have to arrange land for the purpose.

ANNEXURE -I

LIST OF MATERIAL DEVELOPED (1992 - 97)

| MOTIVATIONAL MATERIAL | | | | | |
|--|------------------------------|---------------------|---|------------|----------------------------|
| S.No. | Name of Material | Year of Publication | Content | Format | Target Group |
| 1. | Yehi Paigham Hamara | 1992 | Literacy songs in Hindi and Urdu | Song Book | Neo-Literates L-III |
| STATUS OF WOMEN | | | | | |
| 1. | Maa | 1994 | Status of Woman | Story Book | Neo-Literates L-I |
| 2. | Beta | 1994 | Status of Woman | Story Book | Neo-Literates L-I |
| 3. | Beti | 1994 | Status of Girl Child | Story Book | Neo-Literates L-II |
| 4. | Bhigi Palkey | 1997 | Woman Status | Story Book | Neo-Literates L-II |
| COMMUNAL HARMONY/NATIONAL INTEGRATION/UNTOUCHABILITY | | | | | |
| 5. | Chaon | 1993 | Communal Harmony | Story Book | Neo-Literates L-II |
| 6. | Hum Achche Jahan Achcha | 1993 | National Integration | Story Book | Neo-Literates L-III |
| 7. | Lalayi Ka Daan | 1992 | Untouchability | Story Book | Neo-Literates L-II |
| 8. | Firqa Parasti Ke Khilaf Geet | 1993 | Collection of poems written by famous poetBilingual | Song Book | Learners and Neo-Literates |
| 9. | Deputy Collector | 1993 | Untouchability | Story Book | Neo-Literates L-II |
| 10. | Teri Maa Meri Amma | 1995 | Communal Harmony | Story Book | Neo-Literates L-II |
| 11. | Bano Begum | 1994 | Communal Harmony | Story Book | Neo-Literates L-II |
| 12. | Qudrat Ke Sab Bande | 1995 | Communal Harmony | Story Book | Neo-Literates L-II |

| S.No. | Name of Material | Year of Publication | Content | Format | Target Group |
|---------------------------------------|------------------------------------|---------------------|--|--------------------|---------------------|
| AGRICULTURE DEVELOPMENT SCHEME | | | | | |
| 13. | Paid Lagiye | 1993 | Planting of trees | Information Book | Neo-Literates L-II |
| 14. | Hara Chara Hara Rahe | 1992 | Keep fodder green | Information Book | Neo-Literates L-II |
| 15. | Fasli Bimarion Ki Rokhtam | 1992 | Disease of Plants and its cure | Information Book | Neo-Literates L-II |
| DRUG ADDICTION – ALCOHOLISM | | | | | |
| 16. | Nashon Ki Panchayat | 1993 | Anti alcoholism & Drug | Story Book | Neo-Literates L-III |
| POPULATION EDUCATION | | | | | |
| 17. | Ujale Ki Oar | 1995 | Success stories of learners | Story Book | Neo-Literates L-II |
| 18. | Aao Raah Dikhayen | 1995 | Slogan book containing messages of population education and literacy | Slogan book | Neo-Literates L-II |
| 19. | Gali Gali Mein (Sambhal Ke Bhaiya) | 1993 | Street corner play on preference for male child | Street Corner play | Neo-Literates L-III |
| 20. | Gali Gali Mein (Sawdhan) | 1995 | Street corner play on AIDS | Street Corner play | Neo-Literates L-III |
| 21. | Jaldi Nahin | 1993 | Spacing between two children | Street Corner play | Neo-Literates L-II |
| 22. | Choti Si Bhool | 1993 | Immunisation against polio | Street Corner play | Neo-Literates L-II |
| 23. | Keya Huua | 1997 | Pre Natal Care | Story Book | Neo-Literates L-II |
| 24. | Sas Ki Salaah | 1997 | Information about contraceptive | Story Book | Neo-Literates L-II |
| 25. | Teesri | 1997 | Woman status | Crisp story | Neo-Literates L-II |
| 26. | Raju Ki Bahan | 1997 | Inter spouse communication | Crisp Story | Neo-Literates L-I |

| S.No. | Name of Material | Year of Publication | Content | Format | Target Group |
|---------------------------|--------------------------|---------------------|--|-------------|---------------------|
| 27. | Aisa Kyon Hota Hai | 1997 | About population | Crisp story | Neo-Literates L-I |
| SKILL DEVELOPMENT | | | | | |
| 28. | Dookandari | 1997 | Information about marketing | Crisp story | Neo-Literates L-II |
| 29. | Thok Bazar | 1997 | Information about wholesale market | Crisp story | Neo-Literates L-II |
| 30. | Badhai Gieeri I | 1997 | Information about carpentry work | Crisp story | Neo-Literates L-II |
| CONSUMER EDUCATION | | | | | |
| 31. | Saho Mut Kaho | 1996 | Right and Duties | Story Book | Neo-Literates L-III |
| 32. | Thagiye Mut, Thagiye Mut | 1996 | Certain techniques to check adulteration in food product | Story Book | Neo-Literates L-III |
| 33. | Nai Sari | 1996 | Rights of consumer to seek redressal against unfair trade practices or unscrupulous exploitation of consumer | Story Book | Neo-Literates L-II |
| 34. | Thandi Hawa | 1996 | Responsibilities of consumer to become an alert and well informed buyer of goods | Story Book | Neo-Literates L-I |
| 35. | Lau Sey Lau | 1996 | To generate awareness about right to consumer education | Story Book | Neo-Literates L-II |
| 36. | Khara Paisa Khara Daam | 1996 | Consumer rights as user of services | Story Book | Neo-Literates L-II |
| 37. | Awaz Uthaiye | 1996 | Joint action to fight against exploitation | Story Book | Neo-Literates L-II |

| S.No. | Name of Material | Year of Publication | Content | Format | Target Group |
|---------------------------|--------------------|---------------------|---|------------|---------------------|
| HEALTH AND HYGIENE | | | | | |
| 38. | Maila Area | 1993 | Information about Malaria | Story Book | Neo-Literates L-II |
| 39. | Kala Ki Kala | 1993 | Personal hygiene & environmental cleanliness | Story Book | Neo-Literates L-II |
| 40. | Anjana Apradh | 1993 | AIDS and its prevention | Story Book | Neo-Literates L-II |
| 41. | Sapno Ke Paon | 1993 | Immunization | Story Book | Neo-Literates L-II |
| 42. | Vapsi | 1993 | Leprosy prevention, its cure and rehabilitation of patients | Story Book | Neo-Literates L-II |
| 43. | Neelu Ki Mamta | 1993 | Importance of Breast Feeding | Story Book | Neo-Literates L-II |
| 44. | Zaroorat Hai Iski | 1993 | Immunization | Story Book | Neo-Literates L-II |
| 45. | Paschatap Ke Ansoo | 1993 | Information about T.B. | Story Book | Neo-Literates L-II |
| 46. | Dhoop Aane Tak | 1993 | Information about diarrhoea | Story Book | Neo-Literates L-II |
| 47. | Radha Ki Tadpan | 1993 | Information about safe motherhood, timely birth etc. | Story Book | Neo-Literates L-II |
| 48. | Lok Rang Manch | 1993 | Tips to keep the nutritional value of preserved food | Story Book | Neo-Literates L-III |
| LEGAL LITERACY | | | | | |
| 49. | Ketki | 1996 | Law against rape | StoryBook | Neo-Literates L-II |
| 50. | Phiki Chini | 1996 | Consumer Protection Law | Story Book | Neo-Literates L-II |
| 51. | Sunita | 1996 | Anti dowry laws | Story book | Neo-Literates L-II |

| S.No. | Name of Material | Year of Publication | Content | Format | Target Group |
|---------------------|--------------------|---------------------|--|------------|---------------------|
| 52. | Bhool | 1996 | Theft of Public Property | Story Book | Neo-Literates L-II |
| 53. | Daddo Ka Faisla | 1996 | Law of Maintenance | Story Book | Neo-Literates L-II |
| 54. | Khooshi Ka Janam | 1997 | Maternity Benefit Act | Story Book | Neo-Literates L-II |
| 55. | Sahi Faisla | 1997 | Widow Remarriage Act | Story Book | Neo-Literates L-I |
| 56. | Dar Ka Ant | 1997 | Eve Teasing | Story Book | Neo-Literates L-I |
| 57. | Panch Faisla | 1997 | Law of Untouchability | Story Book | Neo-Literates L-I |
| 58. | Hamare Adhikar | 1997 | Constitutional Rights and Duties | Song Book | Neo-Literates L-II |
| OTHER ISSUES | | | | | |
| 59. | Dosh Kis Ka | 1992 | How people never own the responsibility of any misdoings | Story book | Neo-Literates L-I |
| 60. | Sardar Ka Chunao | 1992 | Precaution to be taken while selecting a leader | Story Book | Neo-Literates L-III |
| 61. | Bhagwan Ki Dein | 1993 | Benefits of depositing in the post office | Story Book | Neo-Literates L-II |
| 62. | Punjabi Lok Geet | 1992 | Collection of few Punjabi songs | Song Book | Neo-Literates L-I |
| 63. | Padho aur Hanso | 1992 | A Book of Jokes | Joke Book | Neo-Literates L-I |
| 64. | Maitheley Lok Geet | 1992 | Women status and equality | Song Book | Neo-Literates L-I |
| 65. | Raksha Bandhan | 1992 | Importance of Raksha Bandhan Festival | Story Book | Neo-Literates L-I |

| S.No. | Name of Material | Year of Publication | Content | Format | Target Group |
|-------------------|------------------------------|---------------------|---|-------------|---------------------|
| 66. | Bargad Ka Bhoot | 1992 | Superstitious beliefs (Scientific temper) | Story Book | Neo-Literates L-I |
| 67. | Dard | 1994 | Beliefs and customs related to male child preference | Story Book | Neo-Literates L-II |
| 68. | Gaon Ki Oar | 1994 | Environmental Pollution in cities | Story Book | Neo-Literates L-II |
| 69. | Wah Kya Baat Hai | 1995 | Idioms well explained with suitable examples | Idioms Book | Neo-Literates L-II |
| 70. | Munia Ki Shaadi | 1995 | Information about cooperative society | Story Book | Neo-Literates L-II |
| 71. | Bachat Bank Jankari | 1997 | Information about Bank Scheme | Story Book | Neo-Literates L-II |
| 72. | Saphal Yatra | 1996 | Life History of Gandhiji | Story Book | Neo-Literates L-II |
| 73. | Aise The Bapu | 1996 | Anecdotes Gandhi's life | Quote Book | Neo-Literates L-II |
| 74. | Nayadha Baje | 1997 | Street Corner play | Story Book | Neo-Literates L-II |
| URDU BOOKS | | | | | |
| 75. | Qudrat Ke Sab Bande | 1995 | Communal Harmony | Story Book | Neo-Literates L-II |
| 76. | Roshni Ki Kiran | 1995 | Communal Harmony | Story Book | Neo-Literates L-II |
| 77. | Guldasta-E-Khwandgi | 1992 | Motivational songs | Song Book | Neo-Literates L-II |
| 78. | Firqa Parasti ke khilaf geet | 1993 | Songs on communal harmony | Song Book | Neo-Literates L-III |
| 79. | Qusoor Kiska | 1992 | How people never own the responsibility of any misdoing | Story Book | Neo-Literates L-I |

| S.No. | Name of Material | Year of Publication | Content | Format | Target Group |
|---------------|------------------------------|---------------------|--|------------|--------------------------|
| 80. | Anjana Jurn | 1994 | AIDS and its prevention | Story Book | Neo-Literates L-II |
| 81. | Pachtawey ke Ansoo | 1994 | Information about T.B. | Story Book | Neo-Literates L-II |
| 82. | Vapsi | 1994 | Leprosy prevention its cure and rehabilitation of patients | Story Book | Neo-Literates L-II |
| 83. | Dhoop Ane Tak | 1994 | Information about diarrhoea | Story Book | Neo-Literates L-II |
| 84. | AIDS (Pamphlet) | 1993 | Information about AIDS | Story Book | Neo-Literates L-I |
| 85. | Radha Ki Tadpan | 1994 | Timely birth | Story Book | Neo-Literates L-II |
| 86. | Kala Ki Kala | 1994 | Personal hygiene & environmental cleanliness | Story Book | Neo-Literates L-II |
| 87. | Nilu Ki Mamta | 1994 | Importance of Breast Feeding | Story Book | Neo-Literates L-II |
| 88. | Chaon | 1994 | Communal Harmony | Story Book | Neo-Literates L-II |
| 89. | Maila Area | 1994 | Information about Malaria | Story Book | Neo-Literates L-II |
| 90. | Aag Lagi Aag Lagi | 1993 | Communal Harmony against rumour mongering | Story Book | Neo-Literates L-I |
| 91. | Purane Log | 1995 | Communal Harmony | Story Book | Neo-Literates L-II |
| 92. | Yehi Paigham Hamara | 1992 | Motivation Songs on Literacy | Song Book | Neo-Literates L-III |
| POSTER | | | | | |
| 93. | Saksharta Ki Kit Ko Sambhalo | 1992 | To motivate for literacy | Poster | Volunteer/ Neo-literates |
| 94. | Saksharta Sab Ke Liye | 1995 | Literacy | Poster | Volunteer/Neo-literates |

| S.No. | Name of Material | Year of Publication | Content | Format | Target Group |
|------------------------------|---|---------------------|--|----------------|---------------------------------|
| 95. | Humne to bus Nibhace Sada Jungle Se Dushmani; Ab Humse Dushmani Ye Mausam Nibhayega | 1995 | Emphasising on ecological imbalances due to cutting of trees | Poster | Volunteer/Neo-Literate |
| AUDIO VISUAL MATERIAL | | | | | |
| 96. | Suraj Hamara Hoga (Audio Cassette) | | Motivational Literacy Songs | Audio cassette | Learner/Neo-Literates/Community |
| 97. | Yehi Paigham Hamara | | Motivational Literacy songs | Audio Cassette | Learner/Neo-Literates/Community |
| 98. | Aisa Tha Bhai Soya Gaon Aur Chetna | | The radio drama on literacy and immunisation | Radio Drama | Learner/Neo-Literates/Community |
| 99. | Khushhall Jeewan Sandesh | | Songs containing the messages of Population Education | Radio drama | Learner/Neo-Literates/Community |
| 100. | Beta | | Based on spacing and male child preference | Video film | Learner/Neo-Literates/Community |
| 101. | A New Wave | | Based on the activities of Pop. education project | Video Film | Master Trainer |
| 102. | Koshish | | Motivational film on literacy | Video film | Master Trainer |

| S.No. | Name of Material | Year of Publication | Content | Format | Target Group |
|--------------------------|---------------------------------------|---------------------|--|------------|-----------------|
| TRAINING MATERIAL | | | | | |
| 103. | Prashikshan Sandarbh Pustika | 1995 | Resource book based on TLC and its functionaries | Manual | Master Trainers |
| 104. | Shikshan Sahayak Samagri | 1995 | Resource book on teaching aids | Manual | Master Trainers |
| 105. | Tarbiyati Dastoorul Amal (Urdu) | 1994 | Resource book based on TLC and its functionaries | Manual | Master Trainers |
| 106. | Balighon Ko Padhane Ke Tarique (Urdu) | 1994 | Resource book based on methods of training | Guide book | Master Trainers |

ANNEXURE-II

TRAINING PROGRAMMES ORGANISED (1992-97)1992-93

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|-------|----------------|-------------------------|------|---------------|--|----------------------|
| 1. | MPFL | Volunteers | 45 | 4 days | 4 Agencies (Different schools of Delhi) | 4 one day trainings |
| 2. | MPFL | Master Trainers | 224 | 10 days | 12-Agencies Delhi Schools/MCD | 10 One day Trainings |
| 3. | Basic Literacy | P.Os, A.P.Os Preraks | 145 | 21 days | 5 Vol. Agencies (Dr. A.V. Baliga Mahila Chetna Kendra) | 8 Trainings |
| 4. | Basic Literacy | Instructors | 40 | 7 days | 4-Agencies (Dr. A.V. Baliga Mahila Chetna Kendra etc.) | 4 Trainings |
| 5. | TLC | KRPs, MTs | 646 | 65 days | 13 Vol. Agencies | 19 Trainings |
| 6. | JSN | Preraks | 29 | 4 days | Delhi Administration | 1 Training |
| 7. | TLC | Instructors | 242 | 17 days | Delhi Administration | Training Programme |

 Total 1371

1993-94

| | | | | | | |
|----|-----|------|----|-----------------------------|------------------|-----------------------|
| 1. | TLC | KRPs | 56 | 5 days (11-15 April '93) | Z.S.S. Moradabad | Outside Delhi - UP |
| 2. | TLC | MTs | 29 | 5 days (9-13 May '93) | Z.S.S. Madhubani | Outside Delhi - Bihar |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|-----------------------------|--------------|-------------------|-----------------------|--------------------------------|---|-------------------------|
| 3. | TLC | VIs | 9 | 4 days (11-14 May 1993) | Young Men Christians Association, Delhi | Outside Delhi - Haryana |
| 4. | MIS Dev. | KRPs | 32 | 5 days (25-29 May 1993) | Delhi Sarva Shiksha Abhiyan Samiti, Delhi | |
| 5. | MIS Dev. | KRPs | 4 | One Day | Zilla Saksharta Abhiyan (Moradabad) | Outside Delhi - UP |
| 6. | TLC | MTs | 86 | 8 days (5-13 July 1993) | DSSAS (Central District) | -- |
| 7. | TLC | KRPs | 24 | 5 days (14-18 July 1993) | Bijnore TLC, U.P. | Outside Delhi - UP |
| 8. | TLC | Area-Coordiators | 18 | 1 day (27th Sept. 1993) | DSSAS, Delhi | -- |
| 9. | TLC | Area Coordinators | 8 | 2 days (7-8 Dec. 1993) | DSSAS, Delhi | -- |
| 10. | TLC | MTs | 79 | 5 days (31 Jan.-4 Feb. '93) | Z.S.S. Mau | OSD - UP |
| | | | <hr/> Total 345 <hr/> | | | |
| <u>1994-95</u> | | | | | | |
| <u>TLC DISTRICTS</u> | | | | | | |
| 1. | TLC Training | KRPs | 34 | 3 days 21-23 March 1994 | DSSAS, Delhi | -- |
| 2. | TLC Training | KRPs | 40 | 6 days (1-6 Feb. 1995) | DSSAS, Delhi | -- |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|---------------------------------------|--------------------------|--|------|----------------------------------|------------------------------|-------------------|
| 3. | TLC Training | KRPs | 70 | 6 days (10-15 March, 1995) | DSSAS, Delhi | -- |
| 4. | TLC Training | KRPs | 70 | 6 days (6-11 March, 1995) | DSSAS, Delhi | -- |
| 5. | TLC Orientation | ADMs, SDMs, Associate Coordinator Area Coordinator | 26 | 1 day 22.2.95 | DSSAS, Delhi | -- |
| <u>PLC TRAININGS</u> | | | | | | |
| 1. | PLC Training | Coordinators/MTs | 31 | 5 days (31 May to 6 June '94) | Dr. A.V. Baliga Trust | Voluntary Agency |
| 2. | PLC Training | MTs | 37 | 4 days (12-15 Aug. '94) | 24 Parganas | OSD (West Bengal) |
| 3. | PLC Training | MTs | 30 | 1 days 9 Nov. 1994 | Dr. A.V. Baliga Trust | Voluntary Agency |
| <u>BASIC LITERACY TRAINING</u> | | | | | | |
| 1. | Basic Literacy (MPFL) | Student Volunteers | 9 | 1 day | Govt. Co-ed Comp. School | |
| 2. | Basic Literacy | MTs | 22 | 1 day (24th April 1994) | ASHA, New Delhi | Voluntary Agency |
| 3. | Basic Literacy | MTs | 11 | 1 day (28 April 1994) | NPSC-DSLSP School | |
| 4. | MPFL | Volunteers | 78 | 1 day (17 May 1994) | G.B.S.S. School, Nasir Nagar | |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|-------|----------------|-------------------|------|---------------------------|--|------------------|
| 5. | MPFL | Volunteers | 9 | 1 day (19 May 1994) | Sanjivini, Delhi | Voluntary Agency |
| 6. | MPFL | Village Animators | 10 | 1 day (19 May 1994) | Cyriacelias, Ghaziabad | Voluntary Agency |
| 7. | Basic Literacy | MTs | 57 | 1 day (8.7.1994) | Dev Samaj Modern School | -- |
| 8. | Basic Literacy | Community workers | 15 | 2 days (5-6 Oct. 1994) | Sunder Nagri Dev. Project | Voluntary agency |
| 9. | Basic Literacy | students | 2 | 1 day (5.10.94) | DACEE, Jamia | -- |
| 10. | Basic Literacy | Homes Inmates | 35 | 1 day (30 Nov. 1994) | Observation Home for Boys (Majnu ka Teela), Delhi | Govt. Agency |
| 11. | Basic Literacy | St. Volunteers | 50 | 1 day (27.1.1995) | Sawan Public School | -- |
| 12. | EFA | NSS Officers | 15 | 1 day (13.1.95) | TORC, University of Delhi | -- |

TRAINING OF VOLUNTARY AGENCIES AUTONOMOUS INSTITUTIONS

| | | | | | | |
|----|---------|-----------------|----|-----------------------------|-----------------|------------------|
| 1. | TLC/EFA | Community Vols. | 30 | 5 days (8-13 May, 1995) | YMCA, New Delhi | Voluntary Agency |
| 2. | TLC/EFA | Prog. Asstt. | 27 | 3 days (24-26 Aug. 1995) | YMCA, New Delhi | Voluntary Agency |
| 3. | EFA | Volunteers | 41 | 1 day (8 Feb. 1995) | SPARSH | Voluntary Agency |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|-----------------------------|-----------|---|-----------------------|-----------------------------|--|--------------------|
| 4. | TLC/EFA | Prog. Officers | 17 | 1 day (23 June 1994) | National Institute of Public Cooperation Skill & Child Dev. (NIPCCD) | World Bank Project |
| 5. | EFA | Education Officers Area-coordinators | 22 | 1 day (12 July 94) | NDMC, Delhi | -- |
| 6. | EFA | KRPs | 44 | 1 day (17 Nov. 94) | East Delhi Public School | -- |
| 7. | EFA | MTs | 37 | 2 days (23-24 Nov. 94) | East Delhi Public School | -- |
| | | | <hr/> Total 869 <hr/> | | | |
| <u>1995-96</u> | | | | | | |
| <u>TLC DISTRICTS</u> | | | | | | |
| 1. | TLC/EFA | Area Coordinators | 77 | 3 days (29-31 July 1995) | Urban Basic Services, Delhi | -- |
| 2. | TLC/EFA | Area Coordinators | 63 | 3 days (22-24 Aug. '95) | Urban Basic Services, Delhi | |
| 3. | TLC/EFA | Sr. Lecturers & Lecturers | 40 | 1 day (26 Aug. 95) | District Institute of Edu. & Training, Delhi | |
| 4. | TLC/EFA | Area Coordinators | 69 | 3 days (11-13 Sept. '95) | Urban Basic Services | |
| 5. | TLC/EFA | EVGC Workers | 55 | 2 days (12-13 Dec. 1995) | Delhi Admn. (DSSA) | |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|-------|-----------------------|---|------|------------------------------|-----------------------------|---------|
| 6. | TLC/EFA | Workers | 32 | 2 days (14-15 Dec. 95) | Delhi Admn. (EVGC) | |
| 7. | TLC/EFA | Women Aminators | 25 | 2 days (10-11 Jan., 96) | Delhi Admn. (EVGC) | |
| 8. | TLC/EFA | NFE Vols. | 35 | 1 day (11.1.96) | Bal Vikas Vidyalaya | |
| 9. | Refresher Training | KRPs | 51 | 2 days (6-7 Feb. '96) | DSSAS | |
| 10. | Refresher | KRPs | 20 | 2 days (12-13 March 1996) | DSSAS | |
| 1. | MPFL | Volunteer | 99 | 1 day (16.5.95) | DSSAS, Delhi | -- |
| 2. | Survey | Survey Coordinator | 120 | 1 day (14.7.95) | DSSAS, Delhi | -- |
| 3. | Survey | Survey Volunteers | 150 | 1 day (20.7.1995) | DSSAS, Delhi | -- |
| 4. | Survey | Survey Volunteers | 140 | 1 day (26.7.95) | DSSAS, Delhi | -- |
| 5. | Survey | Survey Volunteers | 55 | 1 day (26.7.95) | DSSAS, Delhi | -- |
| 6. | EFA | Project Officers Asstt. Prog. Officer Area Coordinators | 26 | 1 day (31.7.1995) | Urban Basic Services, Delhi | |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|-------|-----------|---|------|--------------------------|--------------------------|---------|
| 7. | MIS | Area coordinators Associate Coords. | 34 | 1 day (14 Sept. 1995) | DSSAS (North-West) | |
| 8. | MIS | Area Coordinator Associate Coordinators | 17 | 1 day (15 Sept. '95) | DSSAS (North-West) | |
| 9. | MIS | Area Coordinators Associate Coordinators | 33 | 1 day (18 Sept. '95) | DSSAS (North West) | |
| 10. | MIS | Area Coordinators | 34 | 1 day (19 Sept. 1995) | DSSAS (North West) | |
| 11. | MIS | Associate Coordinators Area Coordinators | 50 | 1 day (21 Sept. 95) | DSSAS (South West) | |
| 12. | MIS | Area Coordinator Associate Coordinator | 18 | 1 day (25 Sept. 1995) | DSSAS (Central District) | |
| 13. | EFA | Project Officer Ass. Project Officer | 20 | 1 day (26 Sept. 1995) | Urban Basic Services | |
| 14. | Survey | Survey Coordinators | 45 | 1 day (27 Oct. 1995) | DSSAS (South West) | |
| 15. | Survey | Survey Coordinators | 250 | 1 day (2.11.95) | DSSAS (East Distt.) | |
| 16. | Survey | Survey Coordinators | 250 | 1 day (3.11.95) | DSSAS | |
| 17. | Survey | Survey Coordinators | 70 | 1 day (9.11.95) | DSSAS (DIET, Central) | |
| 18. | Survey | Survey Coordinators | 124 | 1 day (10.11.95) | DSSAS (South) | |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|------------------------------------|--------------------------|----------------------|------|-----------------------------------|---|----------------------|
| 19. | Survey | Survey Coordinators | 201 | 1 day (15.11.95) | DSSAS (North, North-West, DIET) | |
| 20. | Experience Sharing (EFA) | DRU Faculty | 9 | 1 day (16.11.95) | DIETs | Under TLC Districts |
| 21. | Survey | Survey Coordinators | 210 | 1 day (17.11.95) | DSSAS (West) | |
| 22. | Survey | Homer Animators | 51 | 2 days (20.11.1995) | Bharat Sevak Samaj | |
| 23. | EFA | Community Volunteers | 33 | 1 day (5.12.95) | Dr. A.V. Baliga Trust | |
| 24. | Survey | Area Coordinators | 51 | 1 day (22.11.95) | DSSAS (Nabi Karim) | |
| 25. | EFA | Volunteers | 45 | 1 day (5.12.95) | Dr. A.V. Baliga Trust (Rouse Avenue) | |
| <u>OUT SIDE DELHI (OSD)</u> | | | | | | |
| 1. | TLC | KRPs | 60 | 6 days (29 May - 3rd June '95) | Sehore | OSD (Madhya Pradesh) |
| 2. | TLC | KRPs | 40 | 4 days (9-12 Aug. '95) | ZSS Bijnore | OSD (U.P.) |
| 3. | TLC | KRPs | 8 | 3 days (10-12 Oct. '95) | ZSS Dehradun | OSD (U.P.) |
| 4. | TLC | KRPs | 46 | 5 days (16-20 Oct. 1995) | ZSS Rampur | OSD (U.P.) |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|------------------------------|--------------------------|-------------------------------|------|-----------------------------|---|--------------------|
| <u>PL TRAININGS</u> | | | | | | |
| 1. | Minor Literacy Programme | Vol. Insts. | 15 | 3 days (25-27 Oct. 1995) | YMCA | |
| <u>OTHER AGENCIES</u> | | | | | | |
| 1. | TLC/EFA | MTs | 21 | 3 days (5-7 April '95) | DSLP | |
| 2. | EFA | NSS Officers Vol. Students | 99 | 1 day (16 May 1995) | Govt. Boys Sr. Sec. School, Hari Nagar | |
| 3. | Minor Literacy Programme | Women Staff | 21 | 1 day (18 May 1995) | Mother Diary Patpar Ganj | ∞ ∞ |
| 4. | Minor Literacy Programme | CDPOs | 25 | 1 day | NIPCD, New Delhi | World Bank Project |
| 5. | Minor Literacy Programme | NSS Coordinators | 42 | 1 day | University of Delhi | |
| Total 2979 | | | | <u>1996-97</u> | | |
| 1. | EFA Orientation | Area Coordinators | 30 | 1 day (19.4.96) | DAV Public School | |
| 2. | EFA Orientation | Volunteers | 60 | 1 day (20.4.96) | G.G.S.S.S., R.K. Puram | |
| 3. | EFA Orientation | Volunteers | 45 | 1 day (20.4.95) | G. Com. (M) S.S.S., R K Puram | |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|-------|-------------------------------|-------------------|------|---------------------|-----------------------------|---------|
| 4. | EFA Orientation | Community People | 8 | 1 day (23.4.95) | Nooru Nagar Community (JLP) | |
| 5. | EFA Orientation | V.P./Sr. Lecturer | 12 | 1 day (21.5.95) | SEER, DIETs, DRUs | |
| 6. | Literacy Orientation | Teachers | 55 | 1 day (31.3.96) | Dev Samaj Modern School | |
| 7. | EFA Orientation | Principal | 65 | 1 day (9.8.96) | DSSAS | |
| 8. | EFA Orientation | MTs | 33 | 1 day (26.9.96) | DSSAS | |
| 9. | EFA Orientation | Volunteers | 33 | 1 day (16.11.96) | DSSAS | |
| 10. | EFA & P.E. | Volunteers | 20 | 1 day (21.11.96) | DSSAS | |
| 11. | EFA & PE | Area Coordinators | 19 | 1 day (22.11.96) | DSSAS | |
| 12. | EFA & PE | Area Coordinators | 29 | 1 day (26.11.96) | DSSAS | |
| 13. | Briefing on literacy Saminars | Area Coordinators | 6 | 1 day (6.12.96) | DSSAS | |
| 14. | Evaluation Orientation | Area Coordinators | 47 | 1 day (15.1.97) | DSSAS | |
| 15. | Evaluation Orientation | Area Coordinators | 24 | 1 day (16.1.97) | DSSAS | |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|------------------------------------|------------------------|------------------------------------|-------------------|-----------------------------|------------------------------|-------------------|
| 16. | Evaluation Orientation | Area Coordinators | 33 | 1 day (17.1.97) | DSSAS | |
| 17. | EFA Orientation | Principal DDEs, Asstt. Coords. | 45 | 1 day (20.2.97) | DSSAS | |
| 18. | Survey | Principals, DDEs, Asstt. Coord. | 46 | 1 day (12.3.97) | DSSAS | |
| <u>OUT SIDE DELHI (OSD)</u> | | | | | | |
| 1. | TLC | KRPs | 59 | 5 days (24-28 July 1996) | ZSS Moradabad | OSD (U.P.) |
| 2. | Survey Training | B.D.O./P.Os. Area Vols. | 255 | 1 day (15.5.96) | Jan Saksharta Samiti Gurgaon | OSD (Haryana) |
| 3. | Survey Training | Sec. ZSS & Distt. Officials | 40 | 3 days (3-5 July 1996) | YASHDA, PUNE | OSD (Maharashtra) |
| 4. | TLC Training | KRPs | 49 | 3 days (6-8 Jan. 97) | ZSS Aligarh | OSD (U.P.) |
| | | | <u>Total 1013</u> | | | |
| | | | | <u>1997-98</u> | | |
| <u>TLC DISTRICTS</u> | | | | | | |
| 1. | TLC Training | KRPs | 40 | 4 days (1-4 July 97) | DSSAS | |
| 2. | TLC Training | KRPs/NSS Prog. Coordinators | 40 | 4 days (11-17 July 97) | DSSAS | |
| 3. | TLC Training | KRPs | 14 | 4 days (11-14 Aug. '97) | DSSAS | Urdu Trainings |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|------------------------------|---------------------------|--------------------------------------|------|-----------------------------|------------------------|------------------|
| 4. | TLC Training | KRPs | 18 | 5 days (18-22 Aug. 97) | DSSAS | |
| 5. | TLC Training | Education Officers & Coordinators | 40 | 3 days (16-18 Aug. 97) | DSSAS | |
| 6. | Basic Literacy | Volunteers | 14 | 2 days (27-28 June 97) | JLP | |
| <u>PLC TRAINING</u> | | | | | | |
| 1. | Post Lit. & Cont. Edu. | BDOs/Extin. Officer | 250 | 7 days (5-11 April 1997) | ZSS Darbhanga | OSD (Bihar) |
| 2. | Post Lt. & Cont. Edu. | KRPs | 30 | 4 days (26-29 May 1997) | DSSAS | |
| 3. | Post Lit & Cont. Edu. | Faculty DIET | 12 | 2 days (6-7 May 1997) | DIETs & DRUs | |
| 4. | Post Lit. & Cont. Edu. | Volunteers | 5 | 1 day (21 May 1997) | NCO, NOIDA | OSD (U.P.) |
| <u>OTHER TRAINING</u> | | | | | | |
| 1. | Refresher TLC | KRPs | 40 | 3 days (16-18 Sept. 97) | DSSAS | |
| 2. | Legal Literacy | Social Workers | 45 | 1 day (18 Oct. 1997) | Baliga Memorial Trust | Voluntary Agency |
| 3. | Impact of Training W/s | KRP, MT NSS | 42 | 2 days (5-6 Nov. 97) | DSSAS | |

| S.No. | Trainings | Participants | Nos. | Duration/Date | Organisations/Agencies | Remarks |
|-------|--------------------------------------|-------------------|-------------------------|----------------------------|------------------------|---------|
| 4. | Orientation EFA | St. Volunteers | 43 | 1 day (8 Nov. 97) | IIT Delhi | |
| 5. | Post Literacy | EFA Functionaries | 28 | 3 days (11-13 Nov. 97) | NCT of Delhi | |
| 6. | Post Literacy (Vocational skills) | PL Workers | 41 | 2 days (3-4 Dec. 97) | DSSAS | |
| 7. | Literacy Prog. | Lit. Workers | 23 | 1 day (4 Dec. 97) | JLP | |
| 8. | EFA Training | Volunteer | 30 | 4 days (11-14 Dec. '97) | DSSAS | |
| | | | <u>Total 1371</u> | | | |
| | | | <u>Grand Total 7332</u> | | | |

ANNEXURE- III

1992-97

(A) WRITTEN MEDIA

The following posters were prepared :

(a) English

1. Teach India's Illiterates Not the Word but the World
2. You Had Treasures to Fill the Sea but I had a Mother Who Read to me.
3. Nation Which Reads, Leads
4. Help Him to Know that His Wife Died.

(b) Hindi

5. Main Padhoongi kyonki
6. Main Kyon Padhoon
7. Saksharta ki kit ko sambhalo
8. Saksharta sab ke liye
9. Hatya ya atm Hatya
10. Sadak Durghatna
12. Ghalat Dhang Se Sadak Pare Karne Ka Natija
13. Ise Bhi Chhutti Ka Adhikar Hai (Hindi & Urdu)
14. Hirsat Mein Kab Tak
15. Patang Kar Na De Apang
16. Aisa Bhi Hota Hai
17. Khel Khel Mein
18. Auzar Khilona (Hindi & Urdu)
19. Bapu Hamen Kyon Nahin Padhate
20. Kis Kis ko Khilaoon
21. Kya Kya Karoon
22. Kya Hamen Isi Liye Paida Kiya Tha
23. Kya Milna Tha Kya Mila
24. Humne To Bas Nibhai Sada Jungle Se Dushmani, Ab Humse Dushmani te Mausam Nibhayega.
25. Is Raah Par Jab Koi Saya Na Payga, Yeh Aakhiri Darakht Bahut Yaad Aayega
26. Chetavni
27. Mujhe Chhamo, Karo

Urdu

28. Qatl Ya Khud Kushi
29. Bikao Hai
30. Road Accident
31. Tetanus Ke Teekey
32. Hamal Ka Davran Dawaron Ka Istamal
33. Hamal Ke Doran Maqawwi Ghiza
34. Tandrut Bachche Ka Raaz

**(B) DEVELOPMENT OF MATERIAL
1995-96**

1. SRC Jamia developed invitation cards for ILD 95, & helped in printing of these cards.
2. SRC Jamia has helped DAE, GOI in preparation of newspaper advertisement for ILD '95.
3. SRC has prepared a folder on literacy in Delhi highlighting situation in Delhi for DSSAS.
4. SRC has prepared a book entitled "Excellence in literacy" for the release on the occasion of ILD.
5. Prepared 'Appeal on Voluntarism' for DSSAS for mobilization of Volunteers.
6. Prepared 'Appeal for Air Dropping' for DSSAS.

1996-97

The book "Our Hopes and Dreams in Our Words" is the collection of writings and letters of neo-literates representing ten states of India having India TLC/PLC programmes. The same was released on ILD.

(C) ARTICLES PUBLICATION

1. Recorded tour interviews of Learners and three volunteers given to Indian Adult Education Association by Director SRC for Publication in AE Journal of IAEA
2. Article on "Literacy and Voluntarism" was given to Saksharta Mission Magazine for publication.

ANNEXURE-IV

WORKSHOPS, SEMINARS, ORGANIZED BY SRC, JAMIA (1992-97)

| S. No. | Title/Subject | Objective | Duration | Participants | Agency Represented | Remarks |
|---------|--|--|----------|---|---------------------------------|--|
| 1992-93 | | | | | | |
| 1. | Drama Workshop | To Provide Technical guidance & support for organizing workshop. | 15 days | Vol. Instructors, community workers, activities | CASP-PLAN | These workshops were organized from April '92 to March '93 in which different educationist, A.E. Field experts & community workers were involved. Functionaries of SRCs (Bihar, Karnataka, Kerala, Rajasthan, Tamilnadu, participated) along with people from Doordarshan & DIETs & NBT. |
| 2. | -do- | -do- | 15 days | -do- | -do- | |
| 3. | Follow-up Drama Workshop | To get information from the trained community people about script, acting and direction etc. | 1 day | -do- | -do- | |
| 4. | Workshop on Newsletter | To develop Newsletter for neo-literates | 1 day | Govt. Officials & representatives of Non-Govt. agencies | Govt. & Non-Govt. Organisations | |
| 5. | Selection of Subject for 'Asha Ki Kiran' | To select subjects for Doordarshan for Programme 'Asha Ki Kiran'. | 1 day | SRC Functionaries & Doordarshan officials. | Doordarshan, Delhi | |
| 6. | Workshop on Modification of PL-I. | To improve PL-1 Primer & preparation of Test Papers for PL-I. | 1 day | A.E. Experts | Springdales School | |
| 7. | Workshop on Planning Literacy Project | To plan literacy project for Delhi | 1 day | Literacy workers educationists | DIETs/DRUs | |
| 8. | Workshop on Planning Training | Planning for KRPs training | 1 day | DRU Faculty Members. | ACCU, Japan, UNICEF & DAE. | |

| S. No. | Title/Subject | Objective | Duration | Participants | Agency Represented | Remarks |
|---------|--|---|---------------|--|------------------------|---------------|
| 9. | National Workshop on Development of Motivational & Post Literacy Material for the areas. | To study the need & problems in TLC areas particularly at the post literacy stage focussing on women & other disadvantaged groups. The development & field testing of creative materials based on simple scientific knowledge for women & other disadvantaged groups with special reference to "Facts for Life Messages". The distribution & utilization of post-literacy material. | 10 days | Field experts (AE), Educationists SRCs, DAE officials etc. | | |
| 10. | Workshop on Urdu Teacher's Guide | To prepare teachers guide for primers. | -- | Writers, field experts and A.E. educationists etc. | DAE, DRU, EFA officers | |
| 11. | Workshop on teaching aids | To prepare new and appropriate teaching aids. | -- | -do- | -- | |
| 12. | Workshop on Revision of Urdu primers | To revise primers | -- | -do- | -- | |
| 1993-94 | | | | | | |
| 13. | National workshop on "Preparation of Material based on electronic & folk media" (with special reference to women & other disadvantaged groups) | To identify & analyze the need & problems of disadvantaged groups. To develop material based on the need of the disadvantaged groups using electronic & folk media. To develop print material to supplement the material produced during workshops in electronic folk media. | 3-12 May 1993 | -- | -- | DAE Sponsored |

| S. No. | Title/Subject | Objective | Duration | Participants | Agency Represented | Remarks |
|--------|--|--|-----------------|---|--------------------|---|
| 14. | Workshop on MIS | To develop management information system for Moradabad TLC District. | 30th June, 1993 | Functionaries of Moradabad, TLC | ZSS, Moradabad | Workshop in UP |
| 15. | National Workshop on Urdu Press & NLM | <ul style="list-style-type: none"> -To inform the Urdu press about the need, goal, objectives & programmes of NLM. -To assess the existing contribution of Urdu Press in NLM. -To identify the areas in which the Urdu Press could help in NLM. -To evolve a strategy for closer and effective cooperation & coordination between Urdu Press & NLM for promotion of Adult Literacy | 26-27 Aug. 1997 | Editors of well known Urdu newspapers participated in this workshop. | -- | NLM Sponsored Different |
| 16. | National Seminar on "Need for Linkages between formal and non-formal sectors for Holistic Approach to Education" | <ul style="list-style-type: none"> -To provide a common platform to the VAs Teachers & Government officials to share their experiences & views on ongoing EFA activities. - To identify the strengths & weaknesses of EFA programmes. - To recommend ways & means for Adult literacy, Non Formal Education (for children) sectors & School System. - To suggest messages for strengthening the linkages between different sectors of education | 3rd Dec. 1993 | <ul style="list-style-type: none"> - A cross-section of administrators, practitioners, academicians & technicians of Govt & Non-Govt. organisations working in formal & non-formal education sectors participated in the workshop. | | Very senior officials of MHRD & other Ministries (EFA summit preparatory) |

| S. No. | Title/Subject | Objective | Duration | Participants | Agency Represented | Remarks |
|---------|--|--|--------------------------|---|--|---------|
| 17. | Workshop on Development of Mgmt. Information System | To evolve a system for DSSAS, Delhi | 7-8 Dec. 1993 | DDES, EFA functionaries | DSSAS | |
| 18. | Workshop on Preparation & Use of Teaching aids | To prepare Teaching aids for IPCL Primers. | 15-17 Feb 1994 | Officials & Functionaries | NCERT, DAE, DRU, Delhi Govt. officials | -- |
| 19. | Workshop on "Preparation of Urdu Primers" | To prepare Urdu primers for Tonk, Rajasthan | 24-25 Feb 1994 | Officials | ZSS Ton DAE | |
| 20. | Workshop on Preparation of Primers | To prepare Urdu Primer for SRC, Kashmir, J&K | 16-19 March 1994 | -do- | -- | |
| 21. | Workshop on Preparation of Primers. | To prepare Urdu Primers for Tonk, Rajasthan | 28-29 March 1994 | -do- | -- | |
| 1994-95 | | | | | | |
| 22. | Workshop on Script Writing | To inculcate the writing skills and develop some new scripts. | 9-10 May 1994 | Teachers of 19 Schools | NPSC Schools | |
| 23. | Workshop on street corner plays | To train students on street corner plays | -- | 77 school students | NPSC Schools | |
| 24. | National workshop on Preparation of Legal Literacy Material for Neo-Literates. | <ul style="list-style-type: none"> - To study the legal literacy needs & problems of women & other disadvantaged groups. - To review the existing material already available. - To develop the material based on the findings and pretest them in the field - To find ways of distribution & utilization of materials developed during workshop. | 23 June to 1st July 1994 | 40 Functionaries of TLC Distts., SRCs, Legal Aid Cell, Edu. Instt., Vol. Agencies | Legal Aid cell Delhi, MHRD, DAE, Faculty of Law (DU), SRCs of different states of India. | |
| 25. | Workshop on Slogan Writings | To write slogans to motivate people of the community for literacy work. | 8-9 Nov. 1994 | 60 Students & Teachers of Schools of Delhi | Delhi Schools Literacy Project | |

| S. No. | Title/Subject | Objective | Duration | Participants | Agency Represented | Remarks |
|---------|--|--|-----------------|--|---|---------|
| 26. | Workshop on Street Corner Play | To enable them to organize street corner plays | 16-30 Nov. 1994 | Volunteers workers | Sunder Nagri Development Project | |
| 27. | Workshop on Script Writing | Enable students to write script independently | 9-10 Nov. 94 | 50 students & teachers. | DPS, Delhi | |
| 28. | Workshop on Review of Hindi Primers | To improve Hindi Primer for better & fast results | 24-25 Oct, 1994 | Functionaries | ZSS Tonk | |
| 29. | Workshop Review of Hindi Primers | -do- | 6-7 Nov 94 | -- | -- | |
| 30. | Workshop on Preparation of Training Design for KRPs & MTs of EFA | Enable them to design training themselves | 24-25 Jan 1995 | Faculty members of DRU and SCERT | DIET, SCERT | |
| 31. | Three workshops on Environment Building through Street Corner Plays. | Enable students to organize plays in the community | 15 days | -- | EFA | |
| 1995-96 | | | | | | |
| 32. | Workshop Review of Primers | To Review Primer II & III | 23 May 95 | -- | -- | |
| 33. | Workshop on Development of post literacy strategies for sustainable development. | <ul style="list-style-type: none"> - To develop the clarity about need, concept & objectives of post-literacy programmes in relation with campaign approach. - To review the past & existing Post Literacy programmes. - To identify & formulate realistic & sustainable approaches of post-literacy & their linkages with development initiatives - To design the outline of working models of post-literacy. | 30-31 May, 1995 | Principals, Asso. Coords. Area Coords. | ZSSs, Directorate of Adult and Mass Education | |

| S. No. | Title/Subject | Objective | Duration | Participants | Agency Represented | Remarks |
|---------|---|--|------------------|---|---------------------------------------|--|
| 34. | National Workshop on Gender Literacy | - To introduce the participants to the key concepts in gender relation analysis. - To familiarize the participants with the application of gender analytical frame work in the planning & execution process of TLC. | 12-13 July 1995 | 43 KRPs, School Principals, Teachers, Vol. | DSSAS, DIET Vas & Schools | |
| 35. | Workshop on Review of Primer | To review Meri Kitab Part-III | 4th Nov. 1995 | Members of IPCL, DSSAS, Linguistic experts | IPCL, NAE, DSSAS, NIAE | |
| 36. | Slogan writing workshop | To train the volunteers in slogan writing | 2 days | 300 volunteers | DSSAS | |
| 1996-97 | | | | | | |
| 37. | Workshops for design of course on skill development | To develop course design for the Neo-literates residing in Delhi. | 24-26 April 1996 | Educationists, field experts, AE Govt. officials, MTs | NIEPA, NOU, NDMC, DAE, CBSE, ITI, JMI | Shri Bhaskar Chatterjee, Director General NLM, Shri L. Mishra Sec. of Govt. of India, Ministry of Labour Shri S. Reghunathan Sec. Govt. of Delhi |
| 30. | Workshop on Hindi Writers & NLM. | To sensitize the Hindi Writers about the NLM & Literacy Campaign in Delhi. | 7-8 May 1996 | Writers of Delhi | -- | |
| 39. | Workshop on Integration of Population Education | Integration of PE & Health inputs in EFA, Delhi | 10 May 1996 | Project Coordinators & Staff Members | DSSAS, MCD | |

| S. No. | Title/Subject | Objective | Duration | Participants | Agency Represented | Remarks |
|--------|--|--|-----------------|---|--|--|
| 40. | Workshop to sensitize Journalists & Artists to NLM, EFA | Sensitize the Journalists & Artist about NLM | 11-12 May 1996 | Artists & Writers of Delhi | -- | |
| 41. | Workshop seeking solution to problems faced in implementation of total literacy campaign in metro polis Delhi. | <ul style="list-style-type: none"> - To identify the nature & magnitude of problems faced in Delhi - To suggest corrective or supportive action for resolving these problems - To draft recommendations for NLM for consideration while sanctioning future literacy campaigns in metropolitan areas. - To facilitate recommendations for Education for All (EFA) programme in Delhi. | 13-14 June 1996 | KRPs | DSSAS | |
| 42. | Seeking solution to the problems faced in implementation of TLC | <ul style="list-style-type: none"> - To identify the problems which are very common in the field. - Resolving the field problems | 18-19 June 1996 | EFA functionaries | DSSAS | Helped in mobilising voluntary workers |
| 43. | Workshops on development of consumer protection awareness material for use of NLM | <ul style="list-style-type: none"> - Exchange of information & sharing of experiences among participants regarding consumer protection. - Preparation of material for PL on consumer protection - Pre-testing of the material with actual learners. | 19-22 July 1996 | Writers, Artists, Field Workers, Adult Educationists | -- | Sponsored by Ministry of Civil Supply |
| 44. | Workshop on seeking solutions for literacy campaign implementation in a metropolis, Delhi | <ul style="list-style-type: none"> - To share the experiences of selected districts/constituencies /areas. -To share the nature & magnitude of the problems in implementation of literacy campaign in Delhi - To find out correctives supportive action for resolving such problems | 18-19 Sept 1996 | Principals, V. Principals Head-masters, Asso. coordinators, DEO, Teachers | DDE Distt. East., Govt. Schools, Delhi | |

| S. No. | Title/Subject | Objective | Duration | Participants | Agency Represented | Remarks |
|--------|--|---|------------------------|---|---------------------------------|---|
| | | <ul style="list-style-type: none"> - To recommend working strategies for translating suggestive solutions into actions | | | | |
| 45. | National workshop on post literacy & continuing education. | <ul style="list-style-type: none"> - To acquaint the participants with PLC. | 16-18 Dec. 96 | KRPs, volunteers | Baliga, DIET, SCERT, DSSAS DAE. | |
| 46. | Development of literacy programmes | <ul style="list-style-type: none"> - To promote creativity of neo-literates. | 15-17 Jan. 97 | Community people | | |
| 47. | National workshop on Continuing Education for Development in India | <ul style="list-style-type: none"> - Understanding the concepts, principles & methods of CE for development for different target groups in relations to the APPEAL Training Material for Cont. Edu. Personnel (ATLP-CE) - Acquiring knowledge attitude & specific skills in developing different types of CE programming for development as defined in APPEAL Co-ordinating meeting in 1988. Preparing Plan of Action to promote & improve CE programme for various target groups at national & sub-national levels. | 24 Feb.-5th March 1997 | Field functionaries, Staff of SRC & DIETs | ZSSs, SRCs, DIETs, SCERT. | |
| 48 | Street Corner Play Workshop | <ul style="list-style-type: none"> - To train the community people as professional artists | 1996-97 | Volunteers | DSSAS, Delhi | Different w/s were organised in Vasant Kunj, Dayanand Vihar, Varun Marg, Kidwai Nagar, Nangloi, Jahangir Puri, etc. |

Material Supplied to TLC Districts & Voluntary Agency

1992-93

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| 3. | -do- | 25,000 | Nanded, Maharashtra |
| 4. | -do- | 2000 | Zilla Saksharta Samiti, Ratnagiri, Maharashtra |
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| 5. | -do- | 12000 | Zilla Saksharta Samiti |
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| 10. | -do- | 1000 | Deptt. of Adult & Continuing Education, Aligarh, U.P. |
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| 13. | -do- | 20 | Puranwar Women |
| 14. | -do- | 16 | Major R.C. Sharma |
| 15. | -do- | 100000 | Delhi Sarva Shiksha Abhiyan Samiti |
| 16. | -do- | 38 | SRC Delhi - Training Unit |
| 17. | -do- | 22 | NSS, Unit of IIT, Delhi |
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| 12. | -do- | 4 | N.N.W., Delhi |

LIST OF SKILL DEVELOPMENT COURSES

| S.No | Name of Courses | Duration |
|-------------|--|-----------------|
| 1. | Self Employment | 5 days |
| 2. | Vocational course for 'Mali' (Gardeners) | 2 months |
| 3. | Vehicle Painting | 3 to 6 months |
| 4. | Plumbing | 1 month |
| 5. | Carpentry | 6 months |
| 6. | Maintenance of Electrical Appliances and their repairs | 30 hours |
| 7. | House Wiring | 75 hours |
| 8. | Repairing and making of Rexine Bags | 1 month |
| 9. | Block Printing | 3 months |
| 10. | Tie and Dye | 15 hours |
| 11. | Batik Work | 30 hours |
| 12. | Stitching of saree falls and attaching of fastners (Buttons) | 24 hours |
| 13. | Cutting and tailoring | 3 months |
| 14. | Soft toy making | 90 hours |
| 15. | Hand and Machine Embroidery | 3 months |
| 16. | Beautician | 300 hours |
| 17. | Hair Dressing | 120 Hours |
| 18. | Food Preservation | 3 months |
| 19. | Bakery and confectionery | 3 months |
| 20. | Chalk making | 10 hours |
| 21. | Candle making | 10 hours |
| 22. | Envelop making | 16 hours |
| 23. | Paper and card board craft | 20 hours |
| 24. | Agarbatti making | 30 hours |
| 25. | Drawing and painting (fine arts) | 6 months |

ORGANIZATIONAL STRUCTURE **STAFF POSITIONS IN THE SRC AND OTHER ASSOCIATE UNITS**

| S.No. | Name | Designation | Pay-Scale | Date of Appointment | Type of Appointment |
|-------|------------------------|-------------------------------|-----------|---------------------|------------------------|
| 1. | Mrs. Nishat Farooq | Director | 3700-5000 | 1.4.1983 | Permanent Till Project |
| 2. | Mr. Z.H. Qureshi | Programme Coordinator | 3000-4500 | 01.12.1984 | -do- |
| 3. | Mr. Shahzad Hussain | Programme Coordinator | 3000-4500 | 05.05.1982 | -do- |
| | | Training & Documentation | | | |
| 4. | Mr. Shahab Siddiqi | Associate Coordinator | 2200-4000 | 01.08.1991 | -do- |
| 5. | Mr. K.B. Sinha | Graphic Artist | 2000-3500 | 11.12.1985 | -do- |
| 6. | Mrs. Aparna Bhat | Prog. Associate (Training) | 1640-2900 | 05.05.1990 | -do- |
| 7. | Mrs. Yasmeen Perveen | Prog. Associate (Material) | 1640-2900 | 15.04.1985 | -do- |
| 8. | Mr. Nasir Ahmad Khan | Office Incharge | 1640-2900 | 07.01.1986 | -do- |
| 9. | Mr. Shamim Ahmad | Accountant | 1640-2900 | 01.04.1985 | -do- |
| 10. | Mr. A.A. Suharwardi | Research Fellow | 1400-2600 | 07.10.1991 | -do- |
| 11. | Mr. Shailesh Saxena | Projectionist | 1400-2300 | 01.10.1991 | -do- |
| 12. | Mr. Ashok Kumar Sharma | L.D.C. | 1200-2040 | 28.05.1990 | Permanent (JMI) |
| 13. | Mr. Mohd. Ismail | Instrument Maintainer | 775-1025 | 4.10.1990 | Permanent till Project |

| <i>S.No.</i> | <i>Name</i> | <i>Designation</i> | <i>Pay-Scale</i> | <i>Date of Appointment</i> | <i>Type of Appointment</i> |
|----------------------------------|-------------------|-----------------------|------------------------------|----------------------------|----------------------------|
| 14. | Mr. Mohd. Zaki | Peon | 950-1400 | 08.10.1984 | Permanent Till Project |
| 15. | Mr. K.P. Singh | Driver | 1200-2040 | 13.01.1986 | Temporary |
| 16. | Mr. Sharwan Kumar | Peon | 750-940 | 13.06.1991 | Permanent JMI |
| 17. | Mrs. Firdos Jahan | Store-Keeper | Rs. 3000/- (Consolidated) | 26.09.1988 | Contract |
| 18. | Mr. S.M. Junaid | Trainee Typist | 2800/- (Consolidated) | 28.02.1996 | Contract |
| POPULATION EDUCATION UNIT | | | | | |
| 19. | Mr. Samiur Rahman | Programme Coordinator | 3000-4500 | 21.05.1987 | Till Project |
| 20. | Nilofaer Rizvi | Programme Associate | 1640-2900 | 21.01.1988 | -DO- |
| 21. | Mr. M.A. Shibli | Programme Assistant | 1400-2300 | 11.10.1991 | -do- |